

STUDENTS' COUNCIL (SRC) Paisley

Thursday 14th October 2010, 4.30pm, 1st Floor, Students Union Paisley

In the Chair, Susan Duncan, Depute President Education and Welfare

Introduction to SRC's

MINUTES

1. Sederunt

Susan Duncan	Depute President Education and Welfare
Arnaud Bastianelli	Sports President
Garry Quigley	Ordinary Trustee
Scott Winchester	STAR group LGBT Society President
David Gracie	STAR group LGBT Society Open Place member
Stuart McCabe	STAR group Disabled Students Society President
Robert Kieszek	BA Law
David McGarrigle	Civil Engineering
Jamie Kinloch	BA Social Science
Andrew Rankin	BSc Forensic Science
Andrew Currie	BSc Information Technology
Thomas Galas-Nogier	Civil Engineering
Challet Jerome	Computer Games Development

In attendance

Claire Lumsden	Student Representation Coordinator
Caroline Sharp	General Manager
Liam Burns	NUS Scotland President

2. Acceptance of Apologies

Andrew Taylor	Welfare, Campaigns and Activities Coordinator
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3. Acceptance of Minutes from the previous meeting

(a) Matters arising from those minutes – none

4. Acceptance of report of the business of the Association

DPEW read through report of business (attached) – Freshers was successful, everyone enjoyed the nights. We have a number of campaigns this year which are in the agenda for discussion. DPEW attended Senete committee, as there have been issues with overcrowding of rooms, students are asked to let DPEW know if there are any problems with their rooms being overcrowded.

DPEW reports that the President had resigned, the resignation was accepted by the Board of Trustees (BOT), in addition a motion was brought to the BOT (attached) which asked not to conduct a bye-election for the position of President. This motion was passed unanimously as there is a steep learning curve for the position, any student running would have missed training which is essential to the role and they would have to leave their course half way through. There were no questions from the floor on the report of business of the association and was accepted by council.

Acceptance of the report of business – passed unanimously

Arnaud Bastianelli entered room 16.40

5. Acceptance of the reports and minutes of committees – none

6 Business Introduced by Officer Bearers – Order of agenda moved – item (c) discussed first

(a) Campaigns – SR Coord reminds council of the national demo, feedback and have your say campaigns and suggests that due to time constraints, a campaigns briefing and related timelines will be sent to council members (attached to email) along with minutes of this council meeting. Also reminds council that more information can be found on the website www.sauws.org.uk or contact Andrew Taylor at welfare@sauws.org.uk.

(b) ELIR – focus group – DPEW explains the purpose of ELIR i.e. that it is concerned with how the University manages the quality and standards of its academic provision and their enhancement, with a focus on students' experiences of learning at the University. Requests that students get involved through the focus group which will discuss the draft Reflective Analysis (RA). The main question to be asked is – Do you recognise UWS from what is reported in the RA. ELIR is very influential and is a major part of the university's quality assurance procedures. If anyone wants to be involved please contact Susan Duncan on dpew@sauws.org.uk.

(c) NUS motion – education funding-

Liam Burns talks through the NUS Scotland presentation (attached to email). Information can also be found on NUS & NUS Scotland websites at www.nus.org.uk as well as NUS connect at www.nusconnect.org.uk. Liam Burns informs council of a Scottish Demonstration on 23th October in Edinburgh and asks council to encouraging students to attend, also reminds council of the national demo in London on 10.11.10.

Questions on Education Funding open to the floor for discussion – Jamie Kinloch asks if the funding proposals suggested in the presentation are in stead of commercial debt, rather than alongside it, Liam Burns suggests the two could be combined however this can skew the threshold. Andrew Rankin asks do you pay entire loan back, is it better to increase the loan, as it goes back into system anyway, Liam Burns comments that the full loan will be paid back but there will be a cap on the number of years paying it back known as a 'sunset clause' e.g. you stop paying after 30years.

Andrew Rankin further asks about parental contributions, at 21 years old as his father is having to subsidies his studies even though he is an independent student, Liam Burns suggests the proposals will reduce this reliance on parents. Stuart McCabe also comments that he also felt financially punished because he is under 25 and is also an independent student, his parents contribution were taken into account. Liam Burns suggests that if a student lives with parents then perhaps it is

fair that they make a contribution, however when staying as an individual this is not fair and part of the motion is looking at the individual rather than the household.

Andrew Rankin suggests some people might think it is a graduate endowment, Liam Burns explains that it is not a graduate endowment, but if referring to the principle of genuine financial benefit, then the principle is similar

David Gracie comments with regards to young people, that the principles makes it sound like its all about money and suggests the solution could be putting grades higher allowing less people to enter, therefore stretching the cash, Liam Burns suggest there are two debates, first the number of students and choices they have, if courses are given a price tag, students from poorer backgrounds may opt for the cheapest course rather than the one they want to do and suggests this could lead to a decrease in support and access. Second, universities loose thousands of students because students drop out, if we can get student support up less people will drop out. Liam Burns then comments with regards to grades, that there is not the same access to opportunities across the country, it can depend on where you live therefore this course of action would be unfair.

Challet Jerome asks what about students who change courses – does this cost more, Liam Burns explains students are aloud one false start and it would be unwise to scrap this. Challet Jerome comments that in France you can't change course. Jamie Kinloch explains the false start system for the benefit of council.

Jamie Kinloch explains students are concerned about childcare and classes clashing with work – is this motion going to be of benefit to them, Liam Burns suggest it will, students get more support in non commercial debt, and for parents there is a campaign called 'meet the parents' which has recently published a report on the experiences of student parents in further and higher education (available on NUS connect website at www.nusconnect.org.uk).

Garry Quigley asks if the language used creates a perception that it's worse than it is, Liam Burns comments that there is a need to explain how the Browne report affects Scotland and how far this motion can help.

David Gracie suggests that if graduates pay more the more they earn that it sounds like graduate tax, Liam Burns suggests that if a graduate is earning more than the societal average and they see a genuine financial benefit then it is fair that they are asked to pay more. David Gracie suggests some may not want to pay a higher rate. Liam Burns reports that different universities take a different stance, some are happy with these proposals however others are not e.g. doctors, as high earners, are not keen however it could benefit nurses, who earn much less.

Jamie Kinloch asks council to think about who their representing, David Gracie suggests starting wages in web development is quite high and if money is tight there could be discontentment about having to pay more and further suggest he may not have needed to study so why should some pay more for a piece of paper. Liam Burns suggests that by not paying upfront fees this creates less risk but debt leaving university is a put off.

DPEW asks to show the NUS motion to council and asks if they are happy with it? Liam Burns talks through motion (attached). Garry Quigley asks how students are going to understand what it means, David Gracie asks how can we assume what our students want. Andrew Currie suggest

they are there and should make a decision. DPEW suggests sabbaticals can take the decision based on what they think is best for SAUWS students, David Gracie suggests this action is not fair to other students who are not at council.

Susan Duncan suggest a vote be taken to establish if council take a vote on the NUS motion now or defer it until students have consulted their peers.

Council was asked – do you want to vote on the NUS motion at this council meeting:

*For: 8
Against: 4
Abstentions: 0*

Moved to vote on NUS motion,

Council was asked – does the SAUWS delegation to NUS Scotland Council support the NUS Motion:

*For: 7
Against: 3
Abstentions: 2*

Liam Burns suggests that amendments can be submitted until Friday 22 October 2010, should any council members wish to consult their peers and report back to DPEW.

Liam Burns reminds council of the national demo on 10.11.10 and that more information can be found on the national demo website at www.demo2010.org.uk, Caroline Sharp reminds council that authorised absence from class on the day of the demo has been approved, however asks members to speak to lecturer if they are on placement.

7. Motions – none

8. Elections-

(a) Elections committee (x2)

Proposed – Andrew Curry (seconded – Arnaud Bastianelli)

Proposed – Scott Winchester (seconded – Garry Quigley)

Andrew Curry and Scott Winchester duly elected

(b) Disciplinary committee

Caroline Sharp reminds council that the code of conduct rules are made by peers, not by the BOT

Chair: Proposed – David Gracie (seconded – Scott Winchester)

David Gracie duly elected

Depute Chair: Proposed – David McGarrigle (seconded – Andrew Curry)

David McGarrigle duly elected

Caroline Sharp and Arnaud Bastianelli left the room: 5.55pm

Ordinary member: Proposed – Scott Winchester (seconded – David Gracie)

Ordinary Member: Proposed – Andrew Curry (seconded – Andrew Rankin)

8. AOCB-

David Gracie – Reports that the Safe space policy for the union has lapsed and that it would be good to bring it back in as we have lots of vulnerable students who should be able to come out to the union, a motion will be taken to the next council meeting.

David McGarrigle – Asks if the university have microwaves for students on campus, Susan Duncan suggests they do not, however will check.

Robert Kieszek – Asks if we have a place to cook for international students events, Susan Duncan will look into it as there are a number of Health and Safety and Hygiene concerns

Start 4.35

Finish 6.05

Report of the business of the Association

Depute President Education and Welfare Report

- **Entertainments**

 - **Freshers Fortnight**

 - Numbers attending events for freshers this year were up on last year by around 40% most nights which is a success and the events seemed to go down well. Freshers seems to be improving year on year. A big thanks to all staff and students who were involved in planning and carrying out freshers.

- **Campaigns**

- Mainly focused on getting students signed up to the NUS Education: Not Free, Not Fair campaign, with over 700 students and staff signing up to support the campaign. Tickets are now on sale for attending the demonstration in London on the 10th November, they're £10. Authorised absence has been supported by the University for students who wish to attend the demo, although it will be students' responsibility to catch up and it may not be possible if students are on placement etc. so talk to your lecturer first!

- **Sports/ Society**

- More new sports teams and societies this year and numbers for signing up to all are up, so is attendance at first trainings/meetings (see Sports President report below).

- **Committees Attended**

- Senate** – The overcrowding of rooms for some first year classes was discussed and that perhaps some rooms or class times would have to be changed – SAUWS raised concerns about health and safety issues as well as how overcrowding negatively effects a students' experience. We also asked for care to be taken if changing rooms or times as lots of our students have other responsibilities which aren't easily rearranged. If any issues like these come up then please let us know.

- **Other**

- Unfortunately, due to personal circumstances, the President of SAUWS resigned on the 22rd September, the Board of Trustees formally accepted this resignation at its first meeting of the

trimester on the 1st October. The Attached motion was passed by the Board at a special meeting on the 8th October.

The Board have been managing to meet their obligations since this happened and have put measures in place to ensure that this continues for the rest of the year ahead. The University have raised no concerns with regards to this.

Sports President Paisley SRC

Teams at Paisley Campus: (all training sessions take place at the Robertson Sports Centre)

- **Football:** please contact mensfoot-1@sauws.org.uk
- **Womens football:** please contact sp@sauws.org.uk
- **Tae Kwon Do:** please contact B00117641@studentmail.uws.ac.uk
- **Volleyball mixed:** please contact volleyball@sauws.org.uk
- **Basketball mixed:** please contact malcolm_crossover@hotmail.com or mensbasketball@sauws.org.uk
- **Netball:** please contact uwsnetball@homail.co.uk
- **Aikido:** please contact ckliddell@virginmedia.com
- **American Football:** please contact americanfootball@sauws.org.uk
- **Badminton Mixed:** please contact tanya.reilly@sauws.org.uk

Development teams and activities :

Hockey team: training on Tuesdays from 6.30pm to 8.30pm at the Robertson Sports centre – more information please contact hockey@sauws.org.uk

Dance Classes: Taster session on Tuesday 19th October at the Paisley Student Union Level 1

- **Cheerleaders:** from 17.00 to 18.00
- **Hip-Hop / Street Dance:** 18.15 to 19.15
- **Salsa:** 19.30 to 20.30

For more information please contact nvarghaei1@googlemail.com

- **Zumba:** from the Thursday 21th October and 28th October: 18.00 to 19.00

For more information please contact lora_brown_2000@hotmail.com

I am currently checking for a **women's basketball** interest – if you know anyone, please contact sp@sauws.org.uk

Cricket will be entering the SUS Indoor Cricket Competition – This season's championships will take place in two stages (30th Oct and 19th Feb)

Cricket trainings will be on Tuesdays – Tuesday 12th October from 20.00 to 21.00

Then Tuesdays from 19.00 to 21.00 at the Sports Barn (On Campus) – more information on cricket@sauws.org.uk

Rugby (Men's and Women) will have its first training/get together session at the Robertson Sport Centre – Paisley (where it has more interest, and we have the facilities to accommodate the

training) – It is a cross campus team, even if you are not able to make it at the training session you can still join the team to play or train to a later date – further information will follow – Same as above any coach and new students wishing to join please email sp@sauws.org.uk

“Show Racism the Red Card” 5 a side Football tournament – Host at Paisley, Robertson Sports centre, on the 6th November – free, anyone can join, food provided, will have an educational part – reason for being in Paisley related to facilities to host such a tournament – More information email at sp@sauws.org.uk

Volunteer positions available within the Sports Union

- Sport coach
- Sports Events and Communication Manager
- Sports Photograph or Film Maker
- Sports Journalist

For more information, please check www.sauws.org.uk or Facebook “sports-societies Uws”

BOT Motion

President Bye Election session 2010-2011

The Board Notes:

1. The resignation of the SAUWS President of session 2010/2011 during trimester 1.
2. That any student who may be elected through a bye election for President would not have the option to attend the usual summer residential trainings available to new sabbaticals.
3. That any student who may be elected through a bye election would have to drop out half way through their year of study if they wished to take up the role of President full time.

The Board Believes:

1. That there is a significant learning curve with any sabbatical role.
2. That the role of President is not one which can be carried out effectively on a part time basis.

The Board Resolves:

1. To not open a bye election for the position of President for session 2010-2011.
2. To divide the remit of President between the rest of the Board of Trustees, with the Depute President, Education and Welfare deputising in anything which must be carried out by the President.
3. To use the money from the honorarium for President to provide extra staff support for the work of the remaining Board of Trustees for the year.

NUS Motion

Education: Not Free, Not Fair

Council Notes:

- 1) The NUS Scotland report into student finance, Still in the Red, found that:

- a. 36% have considered dropping out with 89% saying this is because of financial strain
 - b. 62% believe that lack of money was impacting on their studies
 - c. One in three know someone who has dropped out due to finances
 - d. Non-traditional, mature students and student parents had higher levels of financial concern and were more likely to consider dropping out.
 - e. Scotland has the worst widening access record in the UK with 86.7% coming from state schools (88.5% nationally) and 28.2% coming from the poorest socio economic backgrounds (33.2% nationally).
- 2) Student support for further education courses is discretionary and cash limited. Colleges across Scotland have decreased the amount or accessibility of bursaries due to increased demand.
 - 3) Postgraduate and part-time students still pay tuition fees and have little access to any student support.
 - 4) Mature students cannot access as much grants as young students.
 - 5) 68% of full-time students are working part-time over the recommended maximum of 10 hours per week.

Council Believes;

- 1) Education in Scotland is not free and is certainly not fair. Inadequate student support means that students take on damaging levels of commercial debt, work long hours that impact on studies or consider dropping out. Postgraduate and part-time students still pay tuition fees and have little access to financial support.
- 2) Graduates benefit society as a whole and Government must continue to fund education and student support to current levels.
- 3) Business sees a huge benefit from education and yet takes none of the responsibility for funding it. There should be a structured business contribution to fund education and student support.
- 4) The current learner journey is inflexible and does not recognise the huge demographic of students Scotland now has. NUS Scotland should be able to make recommendations to change the structure and funding of the curriculum so that it is accessible to more, and reflects a culture of lifelong learning
- 5) It is not fair that the current system means that some graduates see genuine financial benefit while others cannot access, progress or graduate at all due to insufficient financial support.
- 6) There should be a compact between the graduate who sees a genuine financial benefit from their degree and the student who, without better student support, would not have accessed, progressed and graduated from tertiary education at all.
- 7) Tertiary education must be based on the ability to learn not on the ability to pay. This is as much for economic reasons, as for social justice reasons. The aim of the student support system is to remove the financial barriers which prevent people with the ability to study tertiary education from reaching their full potential.

Council Resolves:

- 1) NUS Scotland will fight for improved student support and protection of student places through public funding, a structured business contribution and a graduate contribution based on the following principles:
 - a. Contributions are used to ensure students receive better financial support and to protect places.
 - b. Graduates contribute only if and when they see a genuine financial benefit.

- c. Contributions are progressive, reflecting the amount of genuine financial benefit received.
 - d. Contributions are connected only to financial benefit, and not to the cost of study. There will be no market based on course or institution, nor a price tag attached to entering education.
 - e. Contributions are hypothecated and a method of front loading is found so that current students see a benefit, and current potential students have their places protected.
- 2) Student support should be reformed to be more effective based on the following principals:
- a. A system based on lifelong learning; seamless to the learner, accessible at all times in life and flexible to an individuals changing circumstances.
 - b. Based on entitlement, to an adequate level regardless of location, and ensuring students have certainty as to the amount of support they will receive and security that it will last until the end of their course.
 - c. Recognises that access to adequate support while studying takes priority over limiting state graduate debt.
 - d. Targets support to those who need it most, not diluting resources to fund all to the same level, and recognises additional barriers such as disabilities, childcare and travel.
 - e. Reduces dependence on parental contributions, recognising the learner as an individual.
 - f. Abolishes the barrier of fees for all modes of study, not just full time undergraduates.
 - g. Simplicity in application, understanding and management.
- 3) NUS Scotland should develop proposals to reform the current learner journey, based on the following principals:
- a. Enshrines widening access and social mobility as the corner stone of how tertiary education is designed in Scotland.
 - b. Reflects the wide demographic of students who will have different aspirations in terms of when, where and for how long they study.
 - c. Based on multiple choices, not multiple tiers of educational routes. It is not acceptable that the traditional full time on campus undergraduate Russell Group experience becomes the preserve of the privileged and alternative modes of study is left to everyone else.