



**SU council agenda  
Thursday 1 March  
19.00  
Thomas Paine Study  
Centre Lecture  
Theatre**



# **SECTION 1**

# **HOUSEKEEPING**

**This part deals with notices, membership, minutes, matters arising, new Clubs and Societies and appointments.**

## **Expenses**

Remember – the Union (of UEA students) may be able to reimburse you for travel or carer expenses that you incur attending this meeting. Please contact Tony, the Democracy and Governance Coordinator, [anthony.moore@uea.ac.uk](mailto:anthony.moore@uea.ac.uk) for more details.

## **How to access the online meeting facility**

If you cannot attend in person on Thursday and would like to use the online facility, please email [officerassistants@gmail.com](mailto:officerassistants@gmail.com) before 5 pm on the day of the meeting.

## **Constitution and Bye-Laws**

The Union's governing document, the Articles of Association, and its rule book, the Bye-Laws, can be found [here](#) (Articles) and [here](#) (Bye-Laws).

## **Glossary**

We try to make the language of Council as clear and accessible as possible but sometimes technical terms get used; to help you with these we have put together a list of terms and acronyms, these are on pages 42-45.

To note: Starred items are, ordinarily not for discussion in the meeting; any queries on these items should be addressed to the Chair prior to the meeting.

### **Guest Speaker**

To welcome: Becky Price, Widening Participation Manager UEA, on: *Widening our Participation at UEA*.

Becky will be available to take questions from Councillors.

To note: For background on Widening Participation, Council passed policy in 2014 and recently voted to retain it, you can find the policy at this link: [Policy 1633](#)

Council passed further policy on the issue last term; you can find the policy at this link: [Policy 2196](#)

### **2212\* Membership**

To note: The list of members notified to the Democracy and Governance Coordinator, by 12 noon on Friday 23 February 2018 who together with the Student Officers make up the Council.

### **2213\* Minutes of the Meeting held on Thursday 8 February**

To receive: The minutes of the meeting held on Thursday 8 February. (See pages 11-20)

To approve: The minutes as a true and accurate record of the meeting.

### **2214 Matters Arising**

To receive: Any matters arising from previous minutes not covered elsewhere on the agenda.

### **2215 Club, Society and Peer Support Group Constitutions**

To note: That standard Constitutions have been received from:

**a) Musical Theatre Appreciation Society** whose objects shall be: "To unite lovers of musical theatre together through socials, discussion and fun events. We want to create a safe and accepting space for everyone to sing badly without judgement and to make friends".

**b) Persian Society** whose objects shall be: "To enjoy Persian culture: the food, music, dancing and create a fun, welcoming and relaxed environment for all - Persians and non-Persians alike – to make friends and have fun!"

To note: The Societies have been recommended for approval by Societies' Executive.

To consider: Appropriate Action.

## **2216 Appointments**

To note: There are still vacancies for: a Postgraduate member of the Senate Student Discipline Committee; a Postgraduate member of the Senate Student Appeals Committee.

To appoint: Representatives to the above positions.

To note: That due to timetable changes, T Braddick has resigned from the Change the Culture working group.

To appoint: To appoint a replacement to the group.

## **2217 Setting the Union Financial Estimates**

To note: At its next meeting on 19 April, Council will be asked to set the annual Financial Estimates for next year: where you think the Union should spend its money. The Estimates go to the Trustee Board to be ratified; then, based on the priorities that you have jointly approved, the Board sets the Union's Detailed Internal Budget.

To receive: A presentation from the Chair of Trustees and the Chief of Staff. (The presentation will give you the financial background to the Estimates and enable you to brief your constituents ahead of the discussion on 19 April)

# **SECTION 2**

## **REPORTS**

**In this part of the meeting, Councillors receive reports on what the elected Officers and the Trustee Board have been doing.**

### **Reports from University Committees**

The Full Time Officers and some Councillors sit on key University Committees, if any big issues are coming up that will affect students, they report them to Council.

### **SOC Report**

The elected Student Officers meet as the Student Officer Committee (SOC) where they decide on how to run campaigns and on how to implement the policies passed by Union Council. This section is your chance to scrutinise the work of SOC and to hold the Student Officers to account for the work they have been doing on your behalf.

### **Trustee Board Report**

The Trustee Board is the governing body of the Union and is responsible for setting the strategy of the Union, ensuring its good governance, overseeing its financial performance and its legal compliance. The Board is made up of Student Officers, Student Trustees elected by Union Council and four outside external expert Trustees. The Chair who is a Student Officer reports to Council and, as with SOC, you can scrutinise the work of the Trustees and hold them to account.

### **Reports from Representatives**

This is where Councillors can bring ANY matter of concern to their constituents directly to the attention of Council.

## **2218 University Committee Reports**

To receive: Any reports from Union Representatives on University Committees.

To consider: Appropriate action.

## **2219 Student Officer Committee Report**

To receive: A verbal report from the Chair of SOC

To receive: FTO Reports (See pages 22-28, remainder to be circulated prior to meeting)

To note: That the approved minutes of all meetings of SOC can be viewed at  
<https://www.uea.su/union/governance/studentofficercommittee/>

To consider: Appropriate action.

## **2220 Trustee Board**

To receive: A verbal report from the Chair of the Trustee Board.

To note: That the approved minutes of all meetings of the Board can be viewed at  
<https://www.uea.su/union/governance/trusteeboarddocuments/>

To consider: Appropriate action.

## **2221 Reports from Representatives**

To receive: Reports from representatives, on major issues not covered elsewhere on the Agenda; that they wish to draw to the attention of Council, especially, where those issues require support or action by the Union, or which are likely to be discussed at University Committee meetings on which the Union is represented.

To receive: A report from Nursing Society: **Equal Opportunities- Do Something Different Week** (See pages 29-30)

To receive: A report from J Gossett (Physio Society) (See page 30)

To receive: A report from S Leviton (Mature Students' Assembly): **Making societies accessible to HSC students** (See pages 30-31)

To consider: Appropriate action.

# **SECTION 3**

## **OPEN DISCUSSIONS: Policy Development Session**

**For this meeting we will be looking at: Policy formulation on how to improve student support at UEA, particularly, in regard to mental health.** We will be using as a basis the questions Councillors would have liked to ask the University at the 8 February meeting. These are collected together in a report on pages 34-39.

# **SECTION 4**

## **POLICY MAKING**

**In the final part of the agenda, Council debates policy proposals known as 'resolutions'. After they are debated, Councillors vote on the resolutions and, if passed, they become official Union policy.**

**Councillors can propose changes to the resolutions, these are called 'amendments'.**

### **Submitting an amendment**

If you would look to propose an amendment to any of the resolutions please send it to the proposer and the Chair at the earliest opportunity before the meeting to see if the proposer is willing to incorporate it into their resolution. If they reject your amendment, please send it to Tony, the Democracy and Governance Coordinator, [anthony.moore@uea.ac.uk](mailto:anthony.moore@uea.ac.uk) as soon as possible after you find out it has been rejected. The deadline for amendments to reach Tony is 48 hours before the start of the meeting.

### **Where you can find current policy**

All current Union Policy is available online at <https://www.uea.su/democracy/unionpolicy/>



**2222            Strike Mitigation Fund**

To receive:    A resolution from D-S Von-Pratt (Mature Students' Assembly) and M Marko (Mature Students' Assembly). (See page 41)

To consider:   Appropriate action.

**2223\*           Time, Date and Place of Next Meeting**

To note:        That the next meeting will be held at 7 pm, Thursday 19 April in Lecture Theatre 3

To note:        That the deadline for submission of resolutions to the meeting is **5 pm, 10 April**



# housekeeping

- minutes of last meeting
- societies exec recommendation of new societies
- list of vacancies for council representatives on university and union committees



## Minutes

Subject:	Union Council
Date:	Thursday 8 February 18
Paper:	UC 2 18 2
Author:	Tony Moore
Purpose:	Record of decision making

## Key Points

Voted to delay discussion of Medical Education Society until the next meeting.

Approved new Student Opportunities Groups: Art History Society

Voted to send the following motions for discussion at the National Union of Students annual conference:

- Stop Doing over Our Nursing Students
- Stop exploiting student workers
- Single Use Plastics
- Ethical Purchasing
- Researching Students' Unions and Sustainability

Council approved one regular resolution:

- May Contain Nuts
-

**Union of UEA Students Purpose:**

“To enrich the life of every UEA student”

**Minutes of Union Council**

8 February 2018

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**Voting Members present:**

Nathan Abbott (Laser Society), Andrea Amundsen (Scandinavian Society), Rebecca Anderson (NURSING), Jack Annand (Business Society), Amy Atkinson (Women+ Officer), Chris Ball (Non-Portfolio Officer), Sofia Vidal Mirabo de Bauza (KAOS Society), Jack Bear (American Football Club), Eddie Booth (Politics Society), Jenna Chapman (RAG Society), Samhita Chaudhuri (School Convener (BIO)), Emily Cutler (Students with Disabilities Officer), Alex Dalton (Hip Hop Society), Liam Deary (LGBT+ Officer (Trans & Non-Binary)), Anna Deas (Literature), Johnny Draisey (Conservative Society), India Edwards (Welfare, Community & Diversity Officer), Michael Eldar (School Convener (ECO)), Mary Etheridge (Basketball Women's Club), Ruth Flaherty (PG Assembly), Adi Goldman (Hickling and Barton), Jessica Gossett (Physio Society), Laura Graham (Sport and Exercise Medicine Society), Eliza Gurner (Tap Club), Caitlin Hampton (CANCER SUPPORT), Oliver Healy (Liberal Democrats Society), Becky Herdman (Big C), Thomas Howard (Faculty Convenor (HIS)), Jack Hunt (Kayak Club), Ellie Johns (Crossfit), Damilola Johnson (African Youth Development Society), Mae Kabore (LGBT+ Officer (Open Place)), Afia Khan (Oxfam Society), Camille Koosyial (Activities & Opportunities Officer), Michael Kyriacou (PG Assembly), Sean Lam (School Convener (HIS)), Antanas Laurusas (Lithuanian Society), Alana Jex Lloyd (Coppafeel Society), Joseph Jordan Lutchman (Video Game Society), Matin Mahmoudi (BIO SOC), Martin Marko (Mature Students' Assembly), Matthew Massey (Friends of Childreach International Society), Sophie Minns (Women+ Liberation Association (Parents and carers place)), Matthew Mulligan (ENV SOC), Hannah Murgatroyd (Disabilities Liberation Society (Physical Illness Place)), Charlie Norman (PSY Other YR UG), Ismarika Pandey (BIO MED YR1), Georgie Pearsall (Archery Club), Rhys Purtill (Environment Officer), Alya Qubaty (Neuro Society), Matilda Richetto (Ballet Club), Samia Rockson (Ghanaian Society), Giorgia Rose (Art Society), Jack Sayer (Korfbal Club), Liam Self (OPERA), Ben Smith (BOXING), Andrea Manson Sterling (Latin American Society), Valentina Valenza (Italian Society), Jenny Wedde (School Convener (DEV))

**Chair:** N Stokes

**Deputy Chair:** S Lam

**In Attendance:**

E Folan (Campaigns and Democracy Policy Analyst), Jim Dickinson (Chief Executive), J Clare (Head of Campaigns and Policy).

## **Section 1 – Housekeeping**

### **Quorum**

Chair noted the quorum count of 46 Councillors

Chair noted that the guest speaker, Jon Sharp, Director of Student Services, had had to cancel due to ill health.

Chair noted that India Edwards (Welfare, Community and Diversity Officer) would make a presentation to Council on the work of Student Support Services (STS).

India Edwards (Welfare, Community and Diversity Officer) asked Councillors to note down any questions they would have asked Jon Sharp. IE noted the questions would be collected, given to the University and the University's responses made public.

IE outlined the range of services that STS provided for students.

IE drew attention to the waiting times for students in need of counselling; noted that the average wait was around 60 days. IE compared the waiting times and number of students on the list with those for other universities and the University's performance was way below its comparators. IE noted that they had been in discussions with STS and there appeared to be many factors that had contributed to the build-up of waiting times but that the reality was that the University's performance was unacceptable.

### **2200 Membership**

Council noted the new members added to the Register.

*Chair noted that due to a technical issue the electronic voting would be unavailable and for the current meeting there would be voting by hands.*

### **2201 Minutes of the Meeting held on 8 February**

Minutes agreed.

### **2202 Matters Arising**

None noted.

### **2203 NUS National Conference Priority Ballot**

J Robinson (Campaigns and Democracy Officer) made a presentation as to their recommendations.

JR noted the previous semester the membership had elected JR along with C Ball, M Kabore, A Mulcairn and T Braddick as the Union's delegation to NUS National Conference. JR noted that each affiliated union could submit policy proposals to National Conference subject to

a word limit of 1,400 words. JR noted that, if they were approved by Council, the Union's delegation would take the policies that had been submitted to Council forward to National Conference.

J Robinson (Campaigns and Democracy Officer) proposed for approval to send to National Conference a resolution titled '*Stop doing over our Nursing Students*' comprising 669 words. JR argued that NUS had conducted extensive research on diverse students groups but never on health science students and the resolution would address this omission. JR noted the resolution had been originally developed by the Edith Cavell Society and had been sent to Conference for the last two years but had not been considered. JR argued that, if passed, the policy would commit NUS research resources but also develop a whole range of support facilities for health science students and build working relationships between the student movement and trade unions and the Royal College of Nursing.

B Herdman (Big C), for clarification, wondered, if the resolution had not been heard for two years running, as to the chances of it being considered at the current year's conference.

J Robinson (Campaigns and Democracy Officer), in clarification, noted they had been in contact with other students' unions to support the initiative and there was, also, a very good chance that the Welfare Zone proposals, which included the resolution, would be heard up the agenda; JR felt confident that it would be heard and would be passed.

There were no speeches against.

*The resolution was adopted by a substantial majority to be sent to NUS National Conference.*

J Robinson (Campaigns and Democracy Officer) proposed for approval to send to National Conference a resolution titled '*Stop Exploiting Student Workers*' comprising 432 words.

JR noted that the Union had launched a ground-breaking initiative with the GMB trade union which had enrolled all student staff, who wished to, into the GMB. JR argued that the scheme had been successful and noted the proposal would be for NUS to roll the scheme out nationally. JR noted that other parts of the resolution would look at the protection of casual workers and greater support for international students working in the UK.

There were no speeches against.

*The resolution was adopted by a substantial majority to be sent to NUS National Conference.*

Chair noted receipt of an emergency resolution for sending to NUS Conference.

*Council agreed by a substantial majority to consider the emergency resolution.*

J Robinson (Campaigns and Democracy Officer) proposed for approval to send to National Conference an amendment to one of the resolutions to be considered as part of the Society and Citizenship Zone: on single-use plastics.

JR noted the amendment was around 100 words and called for wider involvement by the NUS in education on sustainability and zero waste alongside developing educational initiatives with the UN and national and local government.

H Murgatroyd (Disabilities Liberation Society [Physical Illness Place]), for clarification, wondered what consultation had taken place with disabled students with regard to single use plastics. HM noted that many disabled students, including themselves, could not survive without single-use plastics for health interventions such as injections. HM note the lifesaving role that plastic straws could play for disabled students.

J Robinson (Campaigns and Democracy Officer), in clarification, noted that the amendment specified consultation with the NUS National Disabled Students Campaign. JR noted that prior to the amendment there would have been no mention of disability consultation in the formation of zero waste and sustainability policies. JR noted that they were part of the National Campaign and assured HM that they would take the lead on ensuring consultation took place.

There were no speeches against.

*The resolution was adopted by a substantial majority to be sent to NUS National Conference.*

M Marko (Mature Students Assembly), online, made the following statement in favour of sending both the resolution on Ethical Purchasing (79 words) and on Researching Students' Unions and Sustainability (146 words) to NUS National Conference:

'I would like these policy proposals to be sent to National Conference for consideration'.

*Both resolutions were adopted by a substantial majority to be sent to NUS National Conference.*

## **2204 Club, Society, and Peer Support Group Constitutions**

Chair ruled that, as there was a full recommendation from Societies Executive, Council would move straight to a vote on the proposed constitution of Art History Society.

*Council approved Art History Society by a substantial majority.*

E Cutler (Students with Disabilities Officer), for clarification, thought it unclear in the agenda papers as to whether Norwich MedED's application was to become a Society or a Peer Support Group.

A speaker on behalf of MedED, in clarification, noted that they had decided to apply to become a Society rather than a Peer Support Group as the revision sessions that they planned would cater for MED students rather than the wider student body.

Chair invited the speaker to give Council some background to the proposed Society's application.

The speaker noted the group had come together to offer informal teaching for MED students and to provide, better, more regular revision sessions than those currently offered by the School. The speaker noted that the group would like to produce an online form for those who wished to teach sessions thereby widening teaching opportunities across MED.

C Koosyal (Activities & Opportunities Officer), in further clarification, noted having been unable, due to illness, to attend the Societies Executive at which MedED had been discussed. CK noted that there had been no MED Executive rep at the meeting but they had subsequently been contacted by several MED Societies that had concerns about approval of the proposed Society. CK noted that Derm Soc was one of the Societies that had raised concerns: they believed they already offered the activities proposed by MedED. CK reported that existing Societies had noted that MedED proposed to invite guest speakers and argued that they already provided this facility and this would overlap with their own activities and might threaten their existence as they depended for a lot of their funding on guest lectures. CK reported that MedED had received money from MED SOC and this meant there would be less funding available to existing Societies. CK apologised that these concerns had arrived too late to be added to the report from Societies Executive.

The speaker on behalf of MedED, in clarification, thanked KC for reporting the comments from other Societies. The speaker noted MedED's concerns that other Societies felt threatened but believed approval would represent a widening of opportunities for students. The speaker noted that prior to Council MedED had received phone calls from other Societies the content of which had been unhelpful. The speaker argued that MedED focused on teaching rather than promotion of particular medical specialities. The speaker noted that Derm Soc, for example, focused on promotion of career opportunities in a specific branch of medicine. The speaker believed it would be unfair not to approve MedED as their own focus was on teaching and revision and would not overlap with the activities of existing societies.

J Gossett (Physio Society), for clarification, noted they had consulted their constituents and a concern raised had been over guaranteeing the quality of teaching. JG noted that physio students had Peer Assisted Learning (PAL) sessions organised by their School and the students who led them had to have secured a certain grade to be approved. JG wondered if there were any differences between PAL and the service proposed by MedED.

The speaker on behalf of MedED, in clarification, noted that, in MED, PAL provision only extended to mentoring sessions in Year 1 and



MedED would be looking to cover the remaining years of the medical degree. The speaker noted that applications to teach would be publically available and priority would be given to those students who had not previously taught as it was important for every medical student to have the opportunity to gain teaching experience.

A Councillor from the floor, in clarification, noted they had attended the Societies Executive meeting and the feeling had been that there would be a great opportunity for MedED to collaborate with other Societies and also to work with disabled students on the development of doctors' representation of self and their relationships with patients of future doc.

A Councillor from the floor, in clarification, noted they had looked at the MED SOC website and it appeared that they were offering a similar service to that proposed by MedED; the Councillor suggested that MedED might look to work under the remit of MED SOC.

The speaker on behalf of MedED, in clarification, noted that they were not aware of MED SOC running any organised revision sessions at present. They noted that there were also a large number of gaps that the specialist Societies did not cover. The speaker noted they were already in collaboration with Surgical Society to run an event with MedED dealing with the teaching aspect and Surgical dealing with the career opportunities side. The speaker noted other examples of collaboration with the President of Dermatology and the Vice-President of Cardiology taking part in MedED teaching sessions.

A Councillor online, for clarification, wondered why the matter could not have been resolved between the various MED Societies before it came to Council.

Chair, in clarification, noted that the power to approve a new Society rested with Council and the assumption was that if there was a disagreement the matter would be decided by Council.

Chair handed the matter to Activities & Opportunities Officer for further clarification.

C Koosyial (Activities & Opportunities Officer), in clarification, suggested that, given the number of emails they had received over this matter and the suggestions as to whether to look at whether MedED should apply to become a Peer Support Group, it might be wise to bring to discuss the matter in depth outside of Council and defer to another meeting.

The speaker on behalf of MedED, in clarification, noted that some of the other MED Societies had stated that MedED should have got their prior agreement before making the request for approval to Council; the speaker believed this to be a wrong approach and a denial of members' rights and of opportunities.

C Koosyial (Activities & Opportunities Officer), in clarification, thought it understandable that other MED Societies would have concerns and it was right that Council considered those concerns.

A Councillor from the floor moved a procedural motion to defer the matter to the next meeting.

*Council adopted the procedural motion to defer consideration of MedED's constitution until the next meeting.*

## **2205 Appointments**

Chair asked any Councillors interested in the PG positions on the Senate Disciplinary and Appeals committees to contact the Democracy and Governance Coordinator.

No Councillor put themselves forward and appointments were deferred to another meeting.

## **Section 2 – Reports**

### **2206 University Committee Reports**

There were no reports received.

### **2207 Student Officer Committee (SOC) Report**

C Ball (Non-Portfolio Officer), as Chair of SOC, gave a verbal report highlighting the work of the Full Time Officers and Part Time Officers.

CB reported key actions and areas of focus had been:

- Preparing the Transforming Education Awards and the Teaching Fellowship Award
- Work around the UCU strike action
- Working on greater transparency for the University's Senate proceedings
- Lobbying parliament on student mental health
- Funding for disability access
- Better support for estranged students
- Input into consultation on redevelopment of the Multi-Faith Centre
- Facility Access at Sportspark
- Changing the Culture/Never OK Fayre
- Themed pre-drinks nights to encourage students not to break University regulations by holding socials in Halls

M Kabore (LGBT+ Officer [Open Place]) reported on campaigns around:

- Don't Be A Wasteman (a foodbank for local charities)
- Meat Free Mondays
- Reclaim the Night/International Women's Week
- Cutting plastic waste/Go Green Week
- LGBT+ History Month including how to make sports more inclusive
- NUS Disabled Students Political Education Conference/Access All Areas
- Review of SOC Sub-Committees

## **2208 Trustee Board**

Council noted the Chair of Trustees' written report without comment.

## **2209 Reports from Representatives**

There were no reports.

### **Section 3 – Open Discussions**

*Due to time consideration, this item was deferred to the next meeting.*

### **Section 4 – Policy Making**

## **2210 May Contain Nuts**

C Ball (Non-Portfolio Officer), proposing, noted they had visited the Julian Study Centre recently and after a night out needed caffeine and some energy so they ordered a coffee and a brownie. CB reported that after purchasing the brownie they noticed it had no labelling as to contents and when asked the only information the staff could give was to confirm it was a brownie. CB noted that after biting into the brownie they realised it contained peanuts; CB noted they suffered from a peanut allergy which could result in anaphylaxis. CB noted they had only taken a small bite but had experienced extremely unpleasant symptoms for the subsequent 24 hours though fortunately not life-threatening ones. CB noted that checking the contents of food products was not a preference for them, as it was for many people, but a necessity. CB reported: 8% of the population suffered from food allergies; 8 people died the previous year from primary symptoms and thousands had died from secondary symptoms.

CB noted that, in the previous few years, a series of regulations had been brought in to protect allergy sufferers for not only retail food products but for food served in cafes and restaurants; CB noted, however, that these regulations were flouted on campus. CB noted that Campus Kitchen rarely labelled any of the 14 food allergens. CB argued that the omission put students' lives at risk.

CB noted that even in the Union's premises they had observed best practice on food storage and serving not be followed with the resulting danger of cross-contamination and, also, a lack of product information. CB noted the resolution proposed to mandate the Union to ensure it employed best practice whilst pushing the University to observe the regulations. CB noted the resolution would empower the Union to not use University catering services if no progress were made. CB noted the resolution would also call for allergy sufferers' involvement in its implementation.

A Councillor from the floor, for clarification, suggested that the Resolves should be extended to include lactose and carbohydrate information which was of great importance to some students particularly those with diabetes.

C Ball (Non-Portfolio Officer), in clarification, noted that their speech had concentrated on peanut allergy as this formed a key part of their personal experience. CB drew to the Councillor's attention the fact that the Resolves specifically reference all 14 allergies contained in the EU Food Information for Consumers. CB assured the Councillor that information needs around lactose and carbohydrates would be incorporated in the implementation of the Resolves in the spirit of the resolution.

A Councillor from the floor, for clarification, noted they suffered from multiple food allergies and it was essential that they had full information when eating out.

The Councillor noted the lack of information on food ingredients on campus and the cross-contamination to food preparation equipment in both Campus Kitchen and Unio. The Councillor noted they had raised these issues but had had no support and had been ignored.

The Councillor reported that they had recently bought a roll from Campus Kitchen that they had been told contained only cheese and onion but that had on closer examination turned out to contain a range of other products. The Councillor noted that, if they had bitten into the roll, they would have been hospitalised; the Councillor urged Council to not underestimate the danger posed by food allergens.

The Councillor noted that, when they had begun, at UEA Campus Kitchen had displayed all ingredients on their produce but this had been discontinued; when the Councillor had enquired, as to the reasons for discontinuing, a staff member had stated that it was for 'aesthetic reasons'.

J Robinson (Campaigns and Democracy Officer), in clarification, noted in reference to the matter referred to by the Councillor that in the Union's commercial services there should be one staff member available to answer questions on product ingredients.

There were no speeches against.

*The resolution was adopted by a substantial majority.*

## **2211 Time, Date and Place of Next Meeting**

Chair noted the next meeting would take place on Thursday 1 March



# reports

- reports and papers from student officers, committee meetings and councillor reports



# 1st February 2018

## Postgraduate Education Officer

### Main Priorities/ Manifesto

Priority	Description and Update
Better Support for Part-time Masters Students	Collecting examples of timetabling issues. Had a meeting with the PGT Coordinators and Nigel Shed (timetabling) about what options are available for providing timetables earlier to part-time students, and those with childcaring responsibilities. Because the timetabling software needs a significant technological development, a compromise was reached. Learning and Teaching Services are going to develop a picture guide for students to manually look at where their modules are scheduled through Evison. This will provide some insight for those who need to arrange childcare or work.
Improving the Masters dissertation experience	Conducted a large survey which received 128 responses from 2015-17 Masters students. Report is now complete and due at the Student Experience Committee on November 23 <sup>rd</sup> . I have been added to two university PGT LTS groups to work through these issues –The Dissertation Working Group will meet in November and we are expanding our research to include undergraduate experience. I am also in contact with Accommodation as variation of submission dates are causing issues for housing contracts. The university has now agreed to make the dissertations working group a task group from Learning and Teaching Committee. This will mean it has more power and the policy it writes will have a wider remit – including things like supervision and research training. I have started to present this research to each faculty at their Faculty Learning, Teaching and Quality Committees.
PGR Training Space	Alumni Funding secured for the development of PGR Training suit. Location found, but we are awaiting confirmation from Spaces Management Group.
Postgraduate Sport	PG Swim cards and Yoga relaunched this October. We are trying to find an instructor to teach another sports session. We are requesting that UEA Sport start to analyse data on the number of postgraduates participating in clubs, ueactive and the Ziggurat challenge in light of a reluctance to provide postgraduate specific services. <b>Myself and Cam, the Activities and Opportunites Officer, wrote a paper for the Student Sports and Physical Activity Committee about access to sports facilities for PhD, Part-time Masters, and HSC students based on Union research. The Director of UEA Sport accepted our recommendations to give PhD students access to public gym memberships so as to access peak group exercise classes, and for part-time stidents to be eligible for student rates come September. Data analysis of wider participation will be integrated into the Sports strategy – all of this will need to be monitored closely for progress.</b>
PhD Employment Rights	Report into the experience of our PhD students who work as Associate Tutors has been taken to the Student Experience Committee. We are working with the PVC for Research and Innovation to set timelines for all our recommendations. Monitoring update from the University due in December.

	<p>Myself and the Postgraduate Committee have coordinated a national campaign encouraging PhD ATs to join UCU in light of membership becoming free.</p> <p>We now have a huge wall vinyl in the Graduate Centre displaying the Postgraduate Employment Charter.</p> <p>We recently went around to teaching spaces and placed campaign clock posters in each room to raise awareness of the campaign.</p> <p>I also met with central university HR to discuss questionable practice in a particular faculty.</p>
Postgraduate Student Voice and Representation	<p>A lot of time has gone into increasing the number of PGT course reps within the University. The Code of Practice for Representation with our newly added section for PGR representation has now been passed by PGR Executive.</p> <p>Met with the PVC and Academic Director of Taught Programmes to discuss how the university can better promote course reps going forward and how they also support their Student Partnership Officers.</p>
Protecting International Masters students from Plagiarism	<p>On request from students, we are in conversations with the faculty for Social Sciences to get Turnitin available for students to use. This will allow students to check for plagiarism before they submit coursework.</p>
PhD Post-Submission Emails	<p>Meeting with ITCS about an alternative email solution for PhD students after they have submitted their Thesis. A survey of preferred email options was circulated.</p>
PG Wellbeing	<p>While this is a relatively soft-touch initiative, and we still need to work hard on improving counselling provision on campus, we have launched a care package scheme. This will run throughout November, and is specifically targeted at students who are struggling in the low light winter and those who feel alone. People can nominate students they have only briefly met, but did something that they appreciated.</p>
Turning the Graduate Centre into a community space	<p>We have finally created a community board in the Graduate Centre that has photos from all of our events, and student events funded by the Social Grant.</p>
Postgraduate Events	<p>A significant amount of the first 2 weeks of January has been spent at inductions for our Jan PG starters and running welcome events for them. This has included: PhD tea and cake at the Assembly House, cheesathon, teapot painting, yoga, a winter walk, and a seal pup trip.</p>
Recorded Lectures	<p>Meeting set up with School Convenors and the IT representative in the university to discuss what students want from lecture capture.</p>
Heads of Schools Meetings	<p>Mary and I met with Heads of Schools who we often have little chance to see. We presented them with research and priorities for the year, with the aim of influencing decisions on the ground in the university and promoting better relationships.</p>
Transforming Education Awards	<p>We have started to prepare for these student-led awards where we celebrate staff across the university. We are in discussion with the university about one of the winners receiving a Teaching Fellowship (including research funding).</p> <p>We have been heavily pushing for nominations.</p> <p>We held our first planning meeting on 02/02/18</p>
UCU Strike Action	<p>Keeping our school convenors updated regarding strike action, liaising with our advice service to provide drop-in sessions during strike weeks, and creating information flyers.</p> <p>Facebook group set up for information and support.</p> <p>Banner painting and picket coordination organised.</p> <p>We have organised a series of Teach-Ins with UCU to take place in our building during the strikes. A timetable will be released later this week.</p>
Review of Senate Effectiveness	<p>I am currently sitting on a working group to review Senate, the university's highest educational body. The main highlight for students was about confidentiality of papers, and allowing us to</p>

	replay more information about larger decisions made in the university.
Internal Moderation and Double Marking Working Group	I have joined this working group, with the main objective to review current forms of moderation and expand how assessments are moderated. They are looking to moderate assessment design, so focus will not simple be on the marking process. I have raised particular concerns about similar forms of assessments having huge variation in credit weighting.
40 Days for Life	After the passing of policy via Union Council regarding protests outsided the abortion clinic in Norwich by an anti-abortion group called 40 Days for Life, I worked with staff to coordinate a student 'buffer' between the protesters and the service users. The protesters remained low in numbers and did not largely interact with members of the public, leading us to make a call that we would interfere with their protest due to risk of further platforming them. We are working with the local community to monitor the situation.

## Policy Implemented

Employment Rights for Postgraduates Who Teach: No to Casualisation in HE	
Going it Alone: The Masters Dissertation Experience	
Norwich Stands Against 40 Days for Life	
Backing UCU in the Pensions Dispute	

## Membership Engagement

Event	Purpose and anything to report on
Postgraduate Change One Thing	Each week I go out and ask postgraduate students about one key issue in the university that they would like the SU to improve. I collate that data and it inform the agenda of each Postgraduate Assembly.



# Officer - Activities and Opportunities officer

## Main Priorities/ Manifesto

Priority	Description and Update
Looking at organisation and management of Opportunities within the union	<p>Summer – 19/10/2017 Working with members of staff to ensure that process within the union are running smoothly and efficiently for students.. this includes applications for student events, grant requests, membership etc..</p> <p>19/02/2018 – Societies Exec approved new development plans that every society now has to fill out when becoming a new society. This makes the process of application faster, and ensures the longevity of the society.</p>
BUCS #TakeAStand	<p>19/10/2017 Organising and planning the year, marketing and social media of campaign. Talking to the sports clubs and presidents about #TakeAStand and what this all means. Asking the Presidents to sign the charters, showing support through social media channels and rainbow laces etc..Looking to set up working groups in liberation groups to see what we can action this year!</p> <p>26/10/2017 Successful application to sit on the BUCS inclusion board, quarterly meetings hoping to further tackle inclusion in sport.</p> <p>Beginning to work and plan #ThisBUCSGirlCanWeek</p> <ul style="list-style-type: none"> <li>- Successful week with over 200 unique participants in the week, from UV Zumba, to self defence sessions</li> <li>- Take A Stand Banner organised and signed</li> </ul> <p>23/11/2017 Sports Night does Colours. Joined up approach with the LGBT+ officers to host a Sports and Colours night, really successful with possibly 1000 attendees, inflatables, and glitter really enjoyable and beginning to break down the barriers between sports clubs and the LGBT+ Community</p> <p>18/1/2018 – Forward planning for how Take A Stand can be involved in the Never Ok! Campaign, involving a stall at the launch, a panel and video marketing.</p> <p>19<sup>th</sup>/1/2018 – 2<sup>nd</sup> BUCS Inclusion Board Meeting – organising and planning events throughout the year to recruit and feedback the work of the board, looking into creating a Inclusion Week/day similar to the #THISGIRLCANWEEK which encompasses all strands of #TakeAStand</p> <p>17/02/2018 – At BUCS national event in Sheffield the BUCS inclusion board were canvassing and recruiting for the board, unfortunately I could be there but I heard it was very successful and we look forward to doing the same at BUCS Big Wednesday.</p>
Do Something Different	<p>19/10/2017 We are now in partnership with The University to deliver a 'Do Something Different' programme throughout the year, culminating in a week of highlighted events. I have been attending</p>

	<p>project meetings to combine academic events and student led activities to help create an exciting and skill based programme!</p> <p>26/10/2017 Regular project meeting helping to steer the final design and marketing of the project. Looking into and analysing the demographics of student engagement and evaluating how we can efficiently interlink inter-school events and SU events.</p> <p>16/1/2018 – Most recent DSD steering meeting, we focused on finalising aspects of the launch event on the 27<sup>th</sup> in Bluebar, but also look and finalise plans for the DSD Week in Week 6 and promote an exciting week of events.</p> <p>19/2/2018 – DSD festival has begun with lots of events on. Already had over 1000 attendees at events with TedX and Zorb football still to go.</p>
ueaccess	<p>19/10/2017 Assisting UEA+Sport with the rolling out of their new referral scheme where through a referral process through SSS students can have access to 6 free session of activities within the uea+sport!</p> <p>This also is paired with an disability access open evening at the Sports Park where students and student leader can have disability confidence training and take part in some sport activites. We are doing this with Dr Katharine Deane.</p> <p>30/2/2018 Update on ueaccess and Take A Stand at Student Affairs Group – there eas a very good response from the Universitymand theyn are keen to invest more time and acknowledgement of the scheme – As as result I will be trying to implement some policy and work into the strategic side of the Opportunties Department, that mandates the officer and department to work towards more inclusive sports at UEA.</p>
Soc/Sports Exec	<p>19/10/2017 Training new exec members on expectations, and agreed on reccomendations for the first set of grants for the year.</p> <p>Continuted monthly meetings, reviewing student activity and finding ways to make things better for example the website, grant processes.</p>
Livewire – ‘Have your say’	<p>26/10/2017 Helping with Jack with his manifesto point on accountability on the show ‘have your say’ which involves speaking to and holding FTO’s to account on their remits and manifesto points.</p>
Investigating SportsPark access for different student groups.	<p>26/10/2016 In response from part-time and postgrad students, I am supporting Madeline in looking into issues surrounding students when accessing services in the SportsPark.</p> <p>4/1/2018 Likewise myself and Madeline are investigating the KWAf policy within the University, with growing rates of students unable to access BUCS fixtures beacause of lectures we are asking the University to review this situation for us.</p> <p>15/1/2018 Planning and pre-meeting prior to the next SSPAC meeting – collating information and propositions about access to the SportsPark and its memberships</p> <p>5/2/2018 With the PG Officer writing a paper for the SSpac committee on student access to the SportsPark facility gym memberships. Discussions in the meeting with the Director of Sport was positive – and he stated he would consider a lot of our reccomendations. The paper is open and available for those students who wish to read it.</p>

Uea+sport clubs branding	<p>1/12/2017 Meeting with members of clubs, presidents and exec members to research and design the possibilities of a centralised branding/identity for UEA sport clubs</p> <p>30/1/2018 Second meeting, following feedback from members and presidents of clubs we can look at moving forward and deciding on the most popular option of how we brand the identity of our clubs</p>
Derby Day	<p>1/11/2017 – First management meeting about the forward planning of Derby Day – taking a joined up approach with the mnaagement at Essex to produce a safer and more competitive event. Changes made to the number of teams and set up of the day and some marketing aspects.</p> <p>17/1/2018 – First marketing and design meeting looking at the design of some merchandise, a website and promo work leading up to the event.</p> <p>1/2/2018 – Second management meeting in Essex – finalising schedule and running of the day – really successful and positive sharing of social media chater to ensure more positivity around the day. Also a tour of their new arena!</p> <ul style="list-style-type: none"> <li>- Ongoing – we are currently designing all the promotional material like t-shirts and the website with Essex, we are also finalising all logistical aspects of the day such as the schedule and officals and social media on the day.</li> </ul>
Changing the Culture	<p>As part of Chaging the Culture ( CTC) I have began working with students on combining the UEActive Self Defence classes with Never Ok! Training – This could act as a way to build people’s strength and confidence in abusive situations, but also allow practical application for the scenarios presented in the training.</p> <p>This was promoted at the Never Ok! Fair – where I also sat on panel discussing ‘When does ‘banter’ go to far.</p> <p>#TakeAStand has also been duplicated into some of the Never Ok! Training so students cant be equipped with some training on what to do in certain situations that are more sport specific.</p>
Alcohol Impact / Social Space on campus	<p>Recognising that there is an issue for clubs and socities in that there is limited social space on campus – especially for socials.</p> <p>As a result I have been working with the venues department on how we can create a pre=drinking environment within our bars that are big enough to hold larger groups, and not too expensive to buy drinks at.</p> <p>As I also sit in the alcohol impact group – which looks at alcohol consumption on campus – there are many University members of staff that also sit here – I would like to hope they be able to help solve the solution of social space on campus.</p>

### Policy Implemented

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### Membership Engagement

Event	Purpose and anything to report on
Freshers	Meeting students a fresher daytime and evening nighttime events.

	15/1/2018 – Attending refresher events and fayres to try and engage new students in activities.  Intu wellbeing fayre
Induction talks	Chatting to students about University and SU life – engaging with students about their academic rights
Attending sport club sessions and matches	Supporting teams at Local and BUCS fixtures, attending some GIAG sessions to answer questions and check generally things are going well.
Committee Training	Supporting staff with the delivery of committee training on running a club and soc, healthy and safety and media training!
Change One Thing	Chatting with students about 'Change One Thing' with the VC asking students what they would like to change about UEA to make it even better!  2 <sup>nd</sup> session of change one thing in the library! Almost double the amount of responses since the last session!
University Challenge interview panel	Sitting in on the auditions for UEA University Challenge application – we haven't had a team in 11 years!
Sports night	Attending and helping out with Sports Night, gaining feedback on how to make the night better and bigger for all students.  Meeting with venues managers, exec and social secretaries, to see what new things we could do with Sports Night, more themes like disco bingo, blind date etc.
NUS Zones – Sheffield	Attending NUS Zones Conference in Sheffield, looking at how the work of FTOs in the NUS Union Development Zone, to better student Activities. Engaging with SABS across the country to share best practice to again further develop activities and opportunities here at UEA SU.
Edge Conference	Planning and delivering a session to student leaders and volunteers on what it is like to be an officer and how to run a campaign
40 Days for life	Alongside the PG Officer and other students, assisting in count-protest against the 40 days for life group who were holding vigils outside of a local abortion clinic. Successful monitoring is still continuing for the remainder of the 40 days
UCU Picket Line	Also with the PG Officer showing support and solidarity amongst University staff and students against the change in pension schemes.
Never Ok Fair!	Speaking to students about how #TakeAStand tackles anti-social behaviour in sport and how this ties into Never Ok! Similarly promoting self defence classes.
LGBT+ Month Events	With the LGBT+ Officer supporting them in creating sport specific LGBT+ events – this included self defence classes, and an open forum about what it is to be LGBT+ in Sports, we had really good feedback from the LGBT+ Officers and students that attended, as to how we can include more education on LGBT+ in committee training and solutions to make clubs more inclusive.
Dance Week	Working with the Dance and Gymnastic Exec Rep and other presidents to organise a Dance Week with lots of open sessions and show cases!

## ***Equal Opportunities- Do Something Different Week – Nursing Society Statement***

“The whole point of coming to university is to get a great education, try new things and have fun! This is the point of Do Something Different”. This is the first statement to greet me when I search “Do Something Different Week” on the UEA Student Union Website. However, this does not seem to be an inclusive statement when it comes to us studying Nursing at UEA. It is not an uncommon feeling amongst students of varying Nursing cohorts that we, as students of UEA, continuously feel excluded of the true university experience. The true university experience that seems to be the main selling point and justification for Do Something Different Week and events held within the academic year for the majority of UEA students. If we were all completely honest there is nothing we would like to do more than “something different” after completing twelve weeks of practice placements, yet this opportunity has continuously been denied and inaccessible to us Nursing Students due to late planning and timetabling issues. From a 2<sup>nd</sup> Year perspective during this week Nursing Students have two full timetabled days within taught lectures as well as two full days of directed study which allows limited time to participate in the timetabled sessions of Do Something Week. Additionally, Nursing Students also have important assignments that hold the grade weighting of varying modules which are priority and will consume more of their time that could be available to participate alongside other students of UEA in Do Something Different week.

Do Something Different week is not the only University wide event that Nursing Students unfortunately miss out upon. It has been regularly discussed and reported the difficulties Nursing Students try to negotiate when signing up for sports teams and other societies. Again, these opportunities being crucial elements to the true university experience that we as a course miss out upon. Though it seems almost obvious that sports sessions would be an appropriate distraction from the demanding course we have embarked upon, with many Nursing students admitting they are struggling to cope with the workload. Throughout the degree we are told by university staff of the demands of our programme and later the career we are about to undertake as well as the importance of health and well-being. However, this does not seem to change the inaccessibility of non-course related events such as sports teams and societies that would contribute to our own wellbeing as a student. Sadly, for the students who have managed to negotiate the difficulties faced joining a sports team at UEA (practice placements far afield etc.) they have then found they are unable to participate in Derby Day due to exams. Derby Day is a huge event for sport teams and all university students yet nursing students are again excluded from this.

Nursing Society, this year are working hard to rebrand, to offer a fun professional society for its members. One of the only societies whose events and opportunities fit around practice placement and other components of the Nursing degree. As a society, we have been promised by Student Union their support. However, upon introducing ourselves to the newest January Cohort the previously arranged till which was to be provided by Student Union to process new membership transactions did not show up. This resulted in new students not

being able to become a member when the interest was high meaning a lost opportunity for us as a society regarding recruitment of new members.

These concerns are not new, with the current concern being the lack of progression towards adaptations and alternatives to cater for Nursing and other Health Science students who experience similar difficulties. We are aware of the criteria regarding practice hours and theory sessions our course has to meet. However, opportunities offered by the Student Union should be of equal accessibility to all students at UEA, so all students can achieve the great education alongside trying new things and having fun. It is often said by Student Union "you said so we did" however so far Nursing Society and Nursing students at UEA have not witnessed any action being taken to address the concerns we keep voicing. There are over one thousand nursing students at UEA, is it worth continuing to ignore the pleas of one of the largest academic and financial intakes?

Nursing Society representatives

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### **Making sports accessible to HSC Students**

As HSC students we operate slightly differently to much of the rest of the university. We have extremely full timetables and are registered for our lectures. This is something that we are aware of when we join, as ours are profession-based courses and the expectations are made clear. However, this has caused issues with the time that we have to be able to participate in sports. As a physiotherapist, we have Wednesday afternoons off for sports, but this still stops athletes with fixtures from being able to play. Other HSC courses such as nursing were informed that they also had Wednesday afternoons off for sport but in reality have found that this time has been filled with pre-reading or assigned independent study time. Given the importance of activity in maintaining good health we wanted to raise this issue as a current point of contention in the School of Health Sciences.

Holly Gossett, Physio Society

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### **Making societies accessible to HSC students**

- Joining societies and sports teams is a valuable aspect of student life. It is accepted that engaging with group activities is important for wellbeing
- HSC courses are extremely intense with all mandatory modules and a 100% attendance, independent study is often directed and is needed to be evidence for professional portfolios required for professional registration
- When on campus direct lectures are normally 9-5 with some later than that, lectures are often spread across main campus and ECB

- HSC students have a proportion of their course on placement in healthcare settings, often reflecting the 24/7 nature of healthcare
- HSC students have been identified as difficult to engage, encourage participation and engage with university life.

We have experienced that some clubs. Sports, societies start their activities as early as 4. pm, 4.15 pm etc which make them inaccessible even when we are not on placement.

We would like SU societies to consider HSC members when organising events and classes ensure equal and fair access; to encourage participation and engagement from HSC students

Siobhann Leviton (Mature Students' Assembly)



# open discussion

- a time for group discussions on key issues that can ultimately influence policy





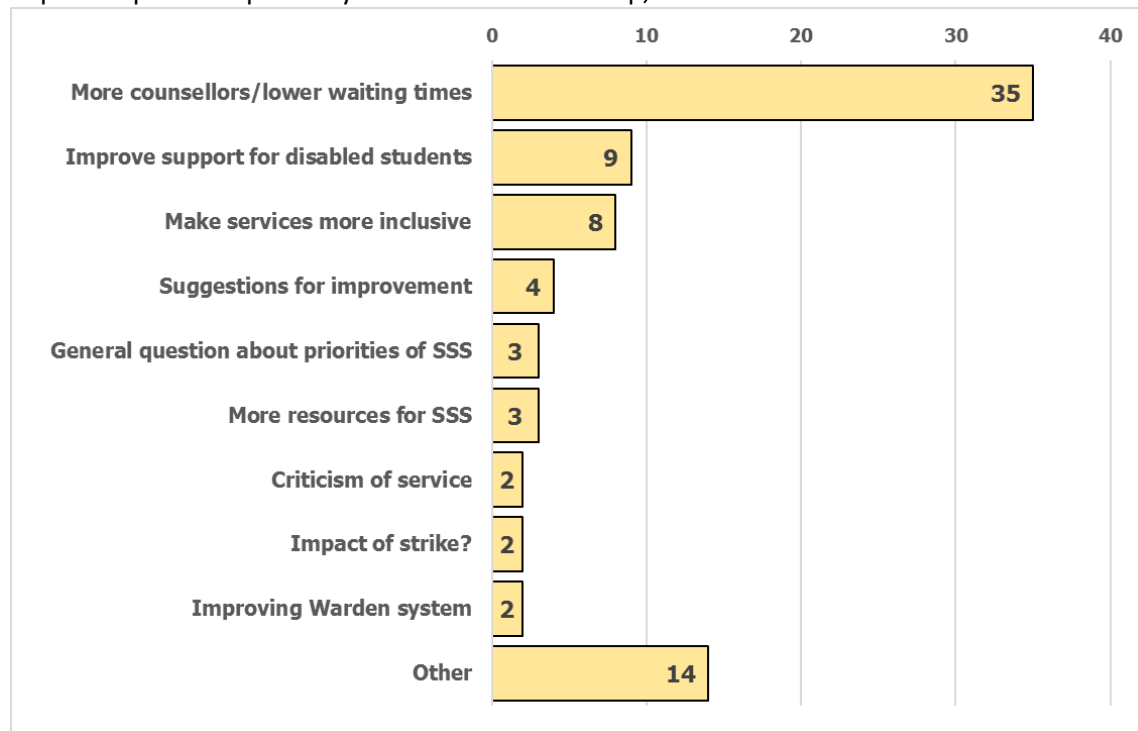
**Open Discussion: The topic for discussion will be policy formulation – how to get better support for students particularly in relation to mental health.**

**To help form the discussion – please see the following report on questions that Councillors submitted at the 8 February.**

# Questions for Student Support Services

<b>Subject</b>	Topics of questions posed by councillors to Jon Sharp, head of SSS
<b>Date</b>	14 <sup>th</sup> February 2018
<b>Compiled by</b>	Elliot Folan (UEA SU Campaigns, Democracy & Policy Analyst)

Topics of questions posed by councillors to Jon Sharp, head of SSS:



## More counsellors/lower waiting times

- Are you not embarrassed by how long our waiting times for counselling are compared to other universities of a similar [size]?
- Do you have any plans to improve the waiting lists?
- How are you planning to reduce waiting lists/times for students who need to access counselling/CBT?
- How do you plan to reduce the waiting time for students seeking CBT?
- How many students, due to the 60 day waiting time and thus the lack of SSS support in that 60 day period, have ended up attempting suicide or being sectioned?
- Waiting times for appointments with student support are a JOKE. Replacing with a chronologically distant appointment slot, or drop-in phone on the day mini appointments is not suitable - we are not 1-dimensional and often have many complex topics to discuss which can't wait that long, but won't fit into short drop-in appointments. More

appointments/trained staff NEEDED - compulsory training including autism and form filling.

- What are the reasons you have such a significant difference, compared to other universities, in your waiting list? What are you doing to improve this?
- What is being done about improving appointment times? i.e. not waiting a long time for an appointment
- What is being done to reduce counselling waiting lists/times?
- Why are our counselling wait times so much greater than different universities of a similar size?
- Why are the waiting lists so high when similar universities are able to offer CBT so quickly?
- Why are the waiting times so long? One constituent waited 10 days for an email response and 5 weeks for an appointment.
- Why are waiting times for disability advisors so long that students are waiting almost whole terms before they can see someone? When their required adjustments can often change quickly or get worse? We need adjustments now not in 6+ weeks
- Why do students have to wait so long for access to counselling services?
- Why has this issue of long waiting times + many people waiting not been effectively addressed before?
- Why have so many people been unable to get appointments?
- Why have you only got one disability advisor? You used to have two, but one has left and you haven't replaced them. This means it takes 4 weeks to get an appointment.
- Why is the wait time for counselling 60 days, when serious mental health conditions can escalate very quickly without intervention?
- Why is there currently only one disability advisor? Why did it take me until week 7 of semester 1 for my support to continue with the change in funding for mentors and study assistants when I was promised I'd get my support? Why did I have to prove my need for it? Why is there only one room that can be used for wheelchair users? Why did it take 4 months for me to get my counselling appointment?

- Why is UEA SSS significantly worse in terms of waiting times than other universities?
- Why response times for meeting are so poor?
- Why was I unable to get an appointment with a disability advisor until over a month after semester 2 began?
- Would appropriate Academic Advisors help with SSS waiting times?
- Can you get some counsellors?
- Is the service increasing with demand?
- What is the ratio of students to SSS advisors (excluding admin staff)?
- Why aren't students at UEA getting the counselling and CBT they need when they need it considering the time pressure of a mental health illness?
- Why do you think the current state of the SSS is acceptable?
- Why has support not improved after a student committed suicide over Christmas?
- Why is it so difficult to be referred to SSS?
- Why is UEA's record so much poorer than similar universities?
- Are the proportion of services you offer increasing in line with the increase of students year upon year?
- Can we reduce this to a level where students can access counselling more freely (i.e. no '6 hrs a year') and prevent 'banking' of appointments for later in the year.
- Students are paying £250 more per year for fewer services - how come there's money for the V.C.'s £250k per year salary and estate but not for \*good\* mental health provision for students?
- Do you have an intention of adopting the Hepi-ratio, and if not, why not?

#### **Improve support for disabled students**

- Can the SSS put some way for disabled students to get emergency/crisis advice, because often our health will change quickly?

- Is it possible for SSS to contact/explain to teaching schools/staff using audio lecture capture, in an anonymous/hypothetical manner, why they are doing so, and provide basic training on inclusion and how to make the most of this accessibility tool? Many staff still act like it's an inconvenience for them and/or make significant errors with the recording equipment/software, so the recordings fail or contain gaps/errors, which they don't seem to understand or empathise with the significance of. Students themselves don't have enough opportunity to explain why/how such accessibility measures help, or what else would help.
- The problem with the current system of having ADHD assessment done by a psychologist rather than a psychiatrist - it's fine in theory but as soon as you are assessed you are palmed off to the NHS ADHD service, which has a waiting list of 2+ years. The assessment is not sufficient to access support like medication or specialist counselling and as such isn't really worth the paper it is printed on.
- Why have accommodation discounts for disabled students, which should have been implemented in September 2017 (as promised) still not been put into place?
- Why are undiagnosed autistic students so poorly informed of appropriate support at UEA, including the fact assessment is possible through SSS? Also diagnosed students are not fully informed of support available.
- Why can't the SSS employ more disability advisors or train some of their current advisors to help disabled students? E.g. Financial advisors trained to deal with DSA help
- Why does UEA promise new disabled students coming to UEA that they will be able to make adjustments to help them study, and then not be able to do this because there aren't enough disability advisors?
- Why is the SSS using the complexity of individual disabled students need (when the needs of disabled students are normally complex, if they were why would we need help?) as an excuse for not providing adequate support?
- Why was the mentor system changed?

#### **Make services more inclusive**

- Can you make a commitment to making counselling LGBT+ inclusive?
- How are your services adapted to meet the financial/travel/accommodation needs of HSC/Nursing students during practice placements?

- What do you do to specifically support PG and HSC students who have timetables that make it more difficult to book appointments?
- What is being done to raise awareness of mental health and the services offered by the SSS to first years?
- What is your plan for increasing support for postgraduate students?
- What specific provision has been made within the SSS mental health strategy for Postgraduate Students? In particular international PGT/PGR and PGR more broadly.
- Would you say your services are adapted to HSC students specifically nursing students who are on 12 weeks with 12.5hr shifts?
- Specifically, how will you provide specific PhD/MPhil/other postgrad research issues such as funding, parking, academic issues as well as providing mental health help aimed at those students who have historically high levels of need?

#### **Suggestions for improvement**

- Could wellbeing workshops be advertised more and offered as alternatives to counselling?
- In PPL, there are now mental health champions - can something be done to spread this into other schools?
- Why don't you read students' reports until the day of their appointment, bearing in mind you currently have a month-long backlog? Could this not lead to vulnerable students taking drastic measures?
- Would it not be possible for students who are in urgent need/crisis's to skip the drop-in? It takes courage to ask for help and being turned away due to first-come-first-served might be discouraging. Worst case, someone with potential severe depression may turn to extreme self-harm and maybe suicide if left to feel helpless.
- Could you please bring back the Postgraduate Counselling Course?
- How do you take students' views into account apart from talking [to] the SU? Do you do a user's survey? And if yes how do you action this?

#### **General question about priorities of SSS**

- Do you think mental health is one of the most important services a university should offer?

- What are your priorities for improvements?
- Why have these problems been going on for so long?

#### **More resources for SSS**

- Are there any plans for expanding the SSS?
- How much more money do you need from the university to maintain a proper service?
- Can the student body in the terms of student's mental wellbeing be able to have a strong say in how funding is distributed to best serve the student health and eliminate issues in the system?

#### **Criticism of service**

- Why did I drop off the counselling register before I was officially cleared? Why did no-one respond to my emails about this? Did SSS give up on me or was it bad admin?
- Why did I have to counsel my friend when he was deemed 'too far gone' (suicidal) by SSS?

#### **Improving Warden system**

- Can the wardens make more regular check-ups? i.e. come into residences and chat one-on-one to residents once a month or so?
- Why have you not met with the Warden team? Do you understand their remit, responsibilities and role?

#### **Impact of strike**

- How will the strike action (UCU-USS) affect SSS staff/services?
- What will the impact of the strike be on students and how will this be mitigated?



# policy papers

- all of the policy proposals that council will be debating





## **2221 Strike Mitigation Fund**

Proposer: Diem-Sylvan Von-Pratt ([D.Von-Pratt@uea.ac.uk](mailto:D.Von-Pratt@uea.ac.uk))

Seconder: Martin Marko ([m.marko@uea.ac.uk](mailto:m.marko@uea.ac.uk))

### Union Notes:

1. 'Executive Team meeting this week has agreed that we will be putting the money not paid during the industrial action into a fund to support students to achieve their learning outcomes; at this stage it is hard to know the full impact of the action and therefore we will be reviewing how this fund could be used once industrial action is finished. The allocation of this fund will be in consultation with the UEA student body.' David Richardson, Vice-Chancellor

### Union Believes:

1. An understanding of which learning outcomes were affected would be helpful in discussions with the university.
2. Primary goal of UEA-UEASU discussions should be to use the fund to run Q&A sessions (tutorials) after the strike.
3. Secondary interest should be to run skill development workshops for students based on the learning outcomes affected.
4. Employability of students is likely to be negatively affected, so at least 50% of the fund should be used for student enterprise.

### Union Resolves:

1. Mandate the Education Officers to collaborate with course representatives to assess which learning outcomes would have been affected as a result of the industrial action.
2. Mandate Campaigns and Democracy officer to pursue points 2, 3 & 4 of 'Union Believes'.

# GLOSSARY

## NO ACRONYM RULE FOR COUNCILLORS

Err...let's call it NAR.

Acronyms and specialised words creep into Council papers and can make them inaccessible to new Councillors – we try to keep them to a minimum and when we use an acronym – we put it in full when it is used in a paper for the first time and then we use its initials for the rest of the paper. Sometimes acronyms are so commonly used we assume everyone would be familiar with them – we use UEA rather than University of East Anglia – but the aim is to narrow down the use of assumptions.

But assumptions do creep in – so here is a list of acronyms and words with context to help you with future and past papers. We will keep it open so that anyone can add a definition or a new phrase.

**Access All Areas:** UEA working group that meets to try and ensure that all parts of campus are easily accessible to disabled students

**AP:** Action Points – things need doing!

**ARM:** Admissions, Recruitment and Marketing – UEA department that tries to recruit students to UEA, handles their admission and promotes UEA to potential students and outside businesses

**ATs:** Associate Tutors – postgraduate students who are paid to teach part-time whilst they are studying for their own degrees – University increasingly depends on them for marking and leading seminars

**BAME:** one of the Liberations groups in the student movement, stands for: Black and Minority Ethnic (sometimes written as BME)

**BUCS:** British Universities and Colleges Sport, organisation that runs all university sports competitions across the country

**Chief of Staff:** the boss of the staff side of uea(su), manages the organisation on behalf of the Trustees. This is Jim Dickinson, Jim comes to Council - occasionally does presentations on important issues facing students and gives expert advice

**DPC:** Democratic Procedures Committee, elected Councillors who work to try and make our democratic process better – focuses mainly on how Council is run

**DOBS:** Development and Oversight Boards made up of Officers, Student Managers and Student reps and Union staff these look at how our services are running: there is one for Licensed Trade, one for the Shop and Unio, the coffee bar, and one for Union Advice

**E&D:** Equality and Diversity concept used for making organisations such as uea(su) more open and inclusive

**Estates:** UEA department that looks after all the infrastructure on campus: roads, buildings, security, utilities and transport (including buses and parking)

**ET:** The Executive Team, group of top UEA heads of departments that works on the day to day running of the University – takes the big decisions

**Faculty Convenor:** Super rep that covers one of the four sections that UEA's research and activities are divided into – convenors coordinate the work of the student representatives in each Faculty and work closely with the Full Time Officers in charge of education

**FE:** Short for Further Education, everything to do with colleges and sixth forms.

**First Bus:** The private bus company that operates the vast majority of buses in Norwich.

**FOI:** Freedom of Information Act, law that allows individuals to access data from organisations, including UEA

**FTOs:** Full Time Officers, elected salaried full time uea(su) officials – sometimes you might hear them called Sabbs or Sabbaticals – this is from a specialised jargon word the origin of which is lost in ancient history

**GMB:** the trade union for our student staff – stands for General and Municipal Boilermakers – one of the super unions that grew out of mergers – members nowadays are admin and manual workers – they are very few boilermakers

**Good Night Out:** Programme we run to ensure that all our music events are safe and enjoyable for all students

**HE:** Short for Higher Education, everything to do with universities

**HSC:** School of study, stands for Health Sciences, cool name for nursing and therapist students. Working and studying, these students have less time to engage in our activities so we strive to make them accessible

**Intercalating:** Jargon word for a student taking time out from their course due to illness or personal circumstances

**JCNC:** Joint Consultation and Negotiation Committee – group where Unison staff reps and uea(su) management meet to agree policies for how staff work

**KPIs:** Key Performance Indicators; yardsticks to measure how well a campaign or department is doing

**LGBT+:** one of the Liberations groups, stands for lesbian, gay, bisexual, transgender and questioning

**Liberations:** groups in wider society to which students might belong that experience structural oppression

**LTC:** Learning and Teaching Committee. University committee that decides the university's policies on education and teaching.

**LTS:** Learning and Teaching Service – UEA department that administers all teaching and learning – they run the Hubs

**Management Committee:** internal uea(su) group where the Full Time Officers meet with senior management to take day to day decisions on the running of the organisation

**Mature Student:** any student who is older than 21 years of age when they start their studies

**MSL:** Membership Solutions Ltd., external company which is the Union's website provider

**Never OK! :** Campaign to try to end any form of sexual harassment on campus

**Non-Portfolio Officer:** title comes from UK politics – these are Part-Time Officers who concentrate on fulfilling the promises they made during their election campaign – do not have any other specific area of responsibility – sometimes called NoPos – we elect four each year

**NUS:** National Union of Students, the nationwide organisation of students' unions of which we are a part

**NSS:** National Student Survey, national survey of all final year undergraduate students who rate their satisfaction with different bits of their student experience; used by universities as league tables for recruitment

**OfS:** Office for Students, new in January 18 this is the regulator the government set up to try to ensure standards are met by all universities

**PAL:** Peer Assisted Learning – UEA mentoring scheme where experienced students help first year students beginning their studies

**Peer Support Group:** A type of society whose members focus on providing welfare support to their fellow students

**PG:** Graduate students who have passed their first degree and are studying for another one – this is called postgraduate study – it might be a taught degree (the students on these are called PGT, postgraduate taught) or it might be a research degree (the students on these are called PGR, postgraduate research)

**PRES:** Postgraduate Research Experience Survey – like the National Student Survey but filled in by students taking a further degree that is based on research – used by universities as a kind of quality control for students who are researchers

**Prevent:** UK government initiative to try and stop, in our case, university students becoming involved in violent extremism; opposed by some students' unions due to worries over surveillance and human rights

**Priority Campaigns:** The 3 key campaigns that SU Officers focus on throughout the academic year

**PTES:** pronounced peetezz – the Postgraduate Taught Experience Survey – like the National Student Survey but filled in by students taking a further degree that is based on teaching – used by universities as a kind of quality control for postgraduate taught courses

**PTOs:** Part Time Officers, elected voluntary uea(su) officials

**PVC:** Not polyvinyl cordite but Pro-Vice Chancellor, there are several of these – bosses just below the main boss, the Vice Chancellor. The PVC we deal with is Neil Ward who is the PVC (Academic) in charge of everything that relates to teaching and learning

**REN:** Research and Enterprise Services – bit of UEA that looks after all of its research and tries to make money out of it

**REF:** Research Excellence Framework attempt by the government to measure the quality of research at universities

**Referendum:** a vote, open to all students, on an issue (such as a boycott). Union Council, the Student Officer Committee or 450 students signing a petition can call a referendum

**Reserved places:** When a certain number of places on a committee (or some other group of elected people) are only open to people from a certain background, to boost representation of under-represented groups. For example, 50% of our non-portfolio officers (2 out of 4) have to be women+ students

**SAM:** Sports Association Membership, everyone has to take this out, it includes insurance, if they want to play organised sport

**SOC:** Student Officer Committee – where the elected Student Officers meet to plan campaigns and implement Union policies

**SOGs:** New name, Student Opportunities Groups, covers Clubs, Societies and Peer Support Groups

**SMT:** Senior Management Team – these are the bosses of uea(su) career staff

**SSLC:** Staff Student Liaison Committee, forum in each School of Study where student reps meet with staff to attempt to resolve any problems that students are faced with

**STS:** Student Support Services, the 'caring' part of the University that works alongside the money-making, research and teaching parts

**SU Articles of Association:** the formal document that outlines the purpose of the SU and its relationship with UEA

**SU Bye-Laws:** These are the rules for how we run SU democracy. Two-thirds of Union Council, or a referendum of students, can change those rules

**SU Constitution:** The informal term people sometimes use to describe the Bye-Laws and the Articles of Association

**TEF:** Teaching Excellence Framework, new in 2017, attempt by the government to measure the quality of teaching in universities – award Gold, Silver and Bronze marks

**The University:** we use this in minutes when we refer to UEA as an institution – “...to lobby the University to...”

**Trustee Board:** uea(su)’s governing body – functions like a school board of governors – responsible for holding management to account and setting the strategic direction of uea(su). Comprised of Student Officers, Student Trustees (elected by Council) and four outside experts called External Trustee

**UCU:** Union of University and College Lecturers – the academic staff trade union

**uea(su)** University of East Anglia Students’ Union: that’s us! Acronym in lower case – brand decision to make us stand out and differentiate us from the University. All students at UEA are automatically members

**UG:** Student studying for their first degree

**Unison:** the trade union for junior administrative and manual workers at UEA, also the trade union for uea(su) staff

**VC:** the Vice-Chancellor, the boss of UEA – this is David Richardson

**VMS:** outside company we work with on the promotion and running of live music events – stands for Venues and Live Music Solutions

**Vote of censure:** This is when an SU gathering (such as Union Council) votes to condemn the behaviour of an SU elected official. A vote of censure does not remove a person from their position

**Vote of commendation:** This is when an SU gathering (such as Union Council) votes to congratulate an SU elected official on their performance

**Vote of no confidence:** This is when Union Council votes to remove an SU elected official from their position. It requires a high majority to pass (75% of those voting for Student Officers, 66% of those voting for Union Councillors)

**Women+:** An inclusive definition of oppressed genders that includes women, non-binary people and people who define as having ‘woman’ as part of their identity

**WP:** Widening Participation – ethical stance taken by all UK political parties that recruiting more students from sections of society where not many kids have gone to university in the past is very important– data on this is collected and the government keeps an eye on the numbers