



students  
transforming

**SU Council agenda  
7:00 pm  
Thursday 10 May  
Lecture Theatre 3**



# 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 Josh Clare, our Head of Campaigns and Policy for details. [Josh.Clare@uea.ac.uk](mailto:Josh.Clare@uea.ac.uk)

## **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 [e.folan@uea.ac.uk](mailto:e.folan@uea.ac.uk) 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 61-64.

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.

**2253\* Membership**

To note: The list of members notified to the Democracy and Governance Coordinator, by 12 noon on Friday 1 May 2018 who together with the Student Officers make up the Council.

**2254\* Minutes of the Meeting held on Thursday 20 April**

To receive: The minutes of the meeting held on Thursday 20 April. (See pages 12-31)

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

**2255 Matters Arising**

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

**2256 Club, Society and Peer Support Group Constitutions**

To note: That standard Constitutions have been received from:

**a) Harry Potter Society** whose objects shall be: "to have fun and enjoy our shared interest in all things Harry Potter, including celebrating the books, films and the magic of the extended wizarding universe. We hope to create an open space where people can meet and express their love for the franchise".

**b) 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".

**c) 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!"

The Societies have been recommended for approval by Societies' Executive.

Appropriate Action.

**2257            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.

**2258            Vacancies**

To note:            A vacancy on an ad hoc SOC group examining endorsement culture in student union elections. Camille Koosyial (Activities and Opportunities Officer) will explain.

To note:            A vacancy on the Student Sport Physical Activity Committee. Camille Koosyial (Activities and Opportunities Officer) will explain.

To note:            A vacancy to be the 2018/19 Aurora Delegate, Jack Robinson (Campaigns and Democracy Officer) will give context.

# **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.

**2259 University Committee Reports**

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

To consider: Appropriate action.

**2260 Student Officer Committee Report**

To receive: A verbal report from the Chair of SOC

To receive: FTO Reports (See pages 32-36, remainder to be circulated prior to meeting)

To receive: A question from ISoc Representatives concerning women in Sport and the actions taken on this issue

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.

**2261 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 receive: A question from ISoc Representatives on the action taken on the motion: "In support of international law and human rights in Palestine"

To consider: Appropriate action.

**2262 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.

## **SECTION 3**

**OPEN DISCUSSIONS:  
None to take place at  
this meeting**

# **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 Elliot Folan, our Campaigns, Democracy and Policy analyst, at [Elliot.Folan@uea.ac.uk](mailto:Elliot.Folan@uea.ac.uk) as soon as possible after you find out it has been rejected. The deadline for amendments to reach Elliot 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/>



**2263                    Meaningfully Tackling the BAME Attainment Gap at UEA (pages 38-40)**

To receive:     A resolution from Thai Braddick (UEA Momentum Society) and Rahul Mehta (UEA Pakistani Society)

To consider:    Appropriate action.

**2264                    Academic Union Councillor reform (pages 41-43)**

To receive:     A resolution from Daniel Box (LDC YR 3) and Oliver Hawksley (Bad Film Society)

To consider:    Appropriate action.

**2265                    It's More than Just a Space: Use of the Graduate Centre (pages 44-46)**

To receive:     A resolution from Madeleine Colledge (Postgraduate Education Officer) and Lewis Martin (Mature Students Officer)

To consider:    Appropriate action.

**2266                    For Our Future's Sake (page 47)**

To receive:     A resolution from Jack Robinson (Campaigns and Democracy Officer) and Emily Cutler (Students with Disabilities Officer)

To consider:    Appropriate action.

**2267                    Investigating PGR Engagement with the Students' Union (pages 48-50)**

To receive:     A resolution from Madeleine Colledge (Postgraduate Education Officer) and Ruth Flaherty (Postgraduate Committee)

To consider:    Appropriate action.

**2268                    Increasing our efficiency when supporting students lecturers and university staff (pages 51-52)**

To receive:     A resolution from Finn Northrop (Non-Portfolio Officer) and Madeleine Colledge (Postgraduate Education Officer)

To consider:    Appropriate action.

**2269            End the Trade Federation Blockade of Naboo (page 53)**

To receive:    A resolution from Finn Northrop (Non-Portfolio Officer) and Lewis Martin (Mature Students' Officer)

To consider:    Appropriate action.

**2270            Code of Conduct for Course Reps (pages 54-60)**

To receive:    A resolution from Mary Leishman (Undergraduate Education Officer) and Madeleine Colledge (Postgraduate Education Officer)

To consider:    Appropriate action.

**2271\*           Time, Date and Place of Next Meeting**

To note:        That the next meeting will be held in the new term.



# 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 20 April 18
Paper:	UC
Author:	Elliot Folan
Purpose:	Record of decision making

### Key Points

The Vice Chancellor came to Council with members of UEA's top management. They answered questions on a wide range of topics.

Council approved the following new Societies: **Physician Associate, Urology and Renal, Classics, Savoury, Diaspora Diaries** and **MedED**.

Council signed off on the Charity's Annual Report and Accounts and our continued affiliation to external organisations (including the National Union of Students).

Council approved the Union's **strategic budget** for 2018-19.

Council passed the following policies:

- Adopting the **ASK FOR ANGELA** scheme for Union bars and events
- Changed Bye-Laws to introduce a **better Union representation system for HSC students**
- To **lobby for a new UEA system for reporting accessibility issues** which will also aim to educate staff on ableism
- **Preventing SU Officers from endorsing candidates** in Union elections
- Working with NUS on a **responsible alcohol consumption campaign**
- **Raising awareness** of the needs and difficulties faced by students with invisible difficulties
- Changed the Bye-Laws to **split the disabilities officer role in two** and to monitor how well the new structure works; depending how this goes, opening up the possibility of creating a full-time officer role for students with disabilities
- Lobbying for **better financial support for disabled students**
- **Opposing the government's scheme to require voters to show ID** before being allowed to vote

- **Ensuring the Union commemorates Holocaust Memorial Day** and effectively supports its Jewish members
- Changed the core constitution to **increase the number of External Trustees** (outside experts who are non-members) on the Trustee Board from 4 to 6
- **Lobbying UEA to reverse the proposed rise in parking fees** for students and low-paid members of staff
- **Lobbying UEA Sport to play sports more inclusive** and accessible to all students

Decided to hold an extra Council to take place on 10 May.

Policy deadline is Tuesday 1<sup>st</sup> May.

**Union of UEA Students Purpose:**

"To enrich the life of every UEA student"

**Minutes of Union Council**

20 April 2018

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**Voting Members present:**

Sophie Bunce (Concrete), Siobhann Leviton (Mature Students' Assembly), Naomi Littolff (Cheerleading Stunt Club), Lewis Martin (Mature Students Officer), Georgie Pearsall (Archery Club), Mohaned Alhasan (International Students Officer (Non-EU)), Mary Leishman (Undergraduate Education Officer), Matin Mahmoudi (BIO SOC), Raasul Merali (Kazakhstan Society), Hannah Murgatroyd (Disabilities Liberation Society (Physical Illness)), Ellie Reeves (LGBT+ Liberation Society (Women's Place)), Anders Sinclair (Disabilities Liberation Society (LGBT+ Place)), Andrea Manson Sterling (Latin American Society), Hwyl Browne Finden (Windsurf & Paddleboard Club), Amelia Court (Publishing), Kit Elmes (MEN'S HEALTH & WELFARE), Jessica Gossett (Physio Society), Heather Bingham (Conservation and Wildlife Society), Rhys Purtill (Environment Officer), Smith Hickling Ben (BOXING), Jemma Bailey (Non-Portfolio Officer), Tom Cascarini (Glee Showchoir Society), Katherine Edwards (LDC School Convenor), Rob Klim (Ethical Issues Officer), Eleesha Kyriazis (Judo and BJJ Club), Jake Carrington (Games Society), Chloé D'Hondt (Philosophy Society), Liam Deary (LGBT+ Officer (Trans & Non-Binary)), Haqqeem Razak Abdul (Malaysian Society), Amy Atkinson (Women+ Officer), Chris Ball (Non-Portfolio Officer), Jenna Chapman (RAG Society), Miles Folkes (ENV Other YR UG), Oliver Healy (Liberal Democrats Society), Jack Robinson (Campaigns & Democracy Officer), Tim Barker (PG Assembly), Holly Blackburn (TRAMPOLINING), Daniel Box (LDC YR3 UG), Thai Braddick (Momentum Society), Emilia Bugg (Umbrella Liberations Society), Hampton Caitlin (CANCER SUPPORT), Maddie Colledge (Postgraduate Education Officer), Chloe Crowther (Nelson Court), Emily Cutler (Students with Disabilities Officer), Anna Deas (Literature Society), Abbey Doormann (Disabilities Liberation Society (SPLPD / Autism)), India Edwards (Welfare, Community & Diversity Officer), Ruth Flaherty (PG Assembly), Katherine Frost (Headlights Comedy Society), Oli Gray (Surf Club), Camille Koosyal (Activities & Opportunities Officer), Michael Kyriacou (PG Assembly), Charlie Norman (PSY Other YR UG), Bethany Pearson (Assassins Society), Rebecca Stothard (LDC YR2 UG)

**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), Tony Moore (Democracy and Governance Coordinator), S Atherton (Campaigns and Democracy Officer-elect)

## Guest Speakers

### Vice Chancellor

Professor David Richardson (UEA Vice-Chancellor) addressed Union Council.

The VC began by noting that it was his 4th year at Union Council giving an annual report, although he emphasised that he also spends time meeting with FTOs and students throughout the year. One of his goals, he stated, was to improve the visibility of the Vice Chancellor, as well as the visibility of the Executive Team, some of whom attended Council alongside him:

- Ian Callaghan (Acting Registrar; Chief Resources Officer after May)
- Sarah Barrow (Pro-VC Arts and Humanities)
- Jon Sharp (Director of Student Support Services – not on the executive team)
- Dylan Edwards (Pro-VC Norwich Medical School)

Another of his goals, he said, was to improve the working partnership between students and staff, which he believed had improved during his time as VC – though there was more to do. Whilst he acknowledged students and staff did not agree on everything, he stated his wish for them to work in partnership and is seeking to embed that in the culture.

The VC reflected on the 2013 '2020 Vision' consultation, which took in over two thousand ideas which helped develop the UEA Vision. In his view, some real progress has been made on this vision:

- Improved work on partnership
- £6m invested in Union House
- Reform of Student Support Services
- Increased numbers of academic and professional staff by around 200
- Student numbers have been expanding on some degree programs
- Millions of pounds spent on library and lecture theatre improvements
- Investments in new teaching buildings
- Investments in student enterprise
- 1,200 students enhancing skills through UEA Award
- We've become a University of Sanctuary
- More scholarships for refugees
- Deepened the relationship with the city
- Stronger links across Norwich Research Park
- New research institute (Quadram Institute)

- Highest ever position in national League Tables

Having outlined what he felt had been achieved, the VC went on to say that it was time for a new plan. He then announced that UEA would be developing a new plan for 2020-25, and that he wanted to develop it together with students. Questions for the plan included:

- What's our sense of purpose?
- How are we going to develop a plan within the context of tertiary education?
- What will our strategy look like, locally, nationally and internationally?

He said that we should reflect on the last 5 years and what can be done better.

The VC reflected on the changes of the last 5 years that had been changes for the better. He cited the Changing The Culture working group, which is being used as an example by universities around the world. Following this, he stated his wish to focus on also combating racial discrimination and microaggressions. He stated that he will not tolerate it, and told Council that he has offered to help lead a Universities UK taskforce on combating racial discrimination and harassment in partnership with the National Union of Students (NUS). UUK is currently reflecting on the offer.

The VC then reviewed the changes made to Student Support Services. At present, the new service is "bedding down" and he asked for patience. He then said that waiting times for counselling have dropped from 4 months to 1 week, according to the latest figures.

He concluded by inviting students to contribute their views on how UEA could best provide a global experience.

### **Questions for the Vice Chancellor**

**Q.** Emily Cutler, Students with Disabilities Officer, asked the Vice Chancellor why £50,000 had been cut from the Access All Areas budget. They also raised concerns about ableism from staff.

**A.** The VC said in response that the £50k cut was not his decision, and that he was very annoyed by it, saying that Estates had used the money for accessibility improvements but had not discussed it with the Access All Areas group. He has asked for it to be corrected and for the money to be put back in the AAA budget. In response to the second part of the question, he stated that ableism is totally unacceptable and asked for details.



**Q.** Miles Foulkes (ENV Other Year UG Rep) asked about VC pay. They wanted to know if a student could be given a seat on the Committee that decides VC pay.

**A.** The VC responded by saying that he doesn't want to be on his own remuneration committee. The committee is chaired by Chair of University Council, but its structure is being reviewed. Ian Callaghan went on to say that the national Committee of University Chairs is currently consulting on a draft remuneration code for higher education institutions. UEA is supportive of that draft code and is expecting to implement that once it is finalised, and student representation will be considered at that time.

**Q.** Hannah Murgatroyd (Disabilities Liberation Society (Physical Illness Place)), asked why neither UEA nor Student Finance had any grants or funding for students with disabilities.

**A.** The question was passed to Jon Sharpe of Student Support Services. He began by saying that government funding in the field of Disabled Students' Allowance has been cut almost annually, and so UEA is constantly having to find new ways to support students with disabilities. There isn't a line of government funding for these issues, as a result. Sharpe then cited two funding options:

- 1) The standard hardship fund, which provides emergency funds for students but only on tight financial criteria
- 2) The discretionary fund, funded by the university. This is similar to the hardship fund but applies to a much broader range of students who might not qualify for the hardship fund

Sharpe concluded by emphasising that the government funding issue is not something UEA can solve alone. The VC then stated that UEA will "make representations to government as part of the review of tertiary education".

**Q.** Lewis Martin (Mature Students' Officer) said that UEA has £22.9 million invested in Barclays bank, which Martin claimed is "the worst bank for climate change funding", claiming that Barclays has "constantly been investing in it". Martin said they were wondering if UEA would be looking to 'divest' (end its investments) in Barclays, following up on UEA's recent divestment decisions.

**A.** The VC said that the investment portfolio is overseen by Finance Committee, on which Jack Robinson (Campaigns and Democracy) sits. The VC then said that UEA will take these

concerns on board. He went on to say that as UEA goes forward, it is seeking to engage with local renewable organisations and looking at organisations that invest with new technology. Some of these organisations might have involvement in fossil fuels, but it is “a journey”.

**Q.** Sophie Atherton (Campaigns and Democracy Officer-elect) told Council that 50 years ago this year, after a string of occupations and demos, UEA granted students membership of non-academic disciplinary panels. They asked the Vice Chancellor why UEA was now “planning to remove students from these panels”.

**A.** In response, the VC said that he “didn’t really recognise the issue” that had been raised, saying that it was “news to me”. Jon Sharpe said that there has been a consultation on non-academic discipline committees, but said that “at no time was it ever suggested to me that there was any intention of taking out student representation”. Sharpe went on to say that if the proposal has gone out, nobody has spoken to him about it, and if it is proposed he will oppose it.

**Q.** Thai Braddick (UEA Momentum), said that UEA “hasn’t got an Equality Strategy or any data on the domestic BME attainment gap on campus”, and asked why there were “no movements within the executive to encourage diversity within uni staff and our curriculum?”

**A.** The VC said that UEA does look carefully at attainment gaps, and when there are gaps, UEA tries to identify why and remove them. The VC went on to say that attainment gaps have been falling for some groups such as disabled students, but also for BME students (down from 28.6% to 17.7%). He accepted that UEA is not there yet, but they are working on it. The VC has told UUK he would be interested in leading on a national group to combat the BME attainment gap, working with the NUS.

Sarah Barrow went on to say that there’s work to be done on communication and further consultation, but attainment gaps are on their agenda.

**Q.** Michael Kyriacou (PostgraduateSU committee), stated that they were an Associate Tutor, with support staff friends who were all worried about the Align project and its effect on jobs and conditions. They asked for assurances about the impact of Align on students who work for the university.

**A.** Dylan Edwards said that the “bottom line” is that the point of Align is to work out how to reduce costs and streamline processes. It aims to look at “volume” changes (such as student numbers) as well as “method” changes (such as the IT system).

When it comes to support staff, Dylan Edwards did not foresee significant loss of staff, but said they will “have to see” what happens and that some areas may see reduced investment and some may see more.

Ian Callaghan added that the timescale is over 3-4 years so staff reduction would be staggered and they aim to minimise the impact on individual.

VC said that the idea of ‘Align’ is to align costs with investment.

Ian added that UEA is looking at procurement and getting good value.

**Q.** Heather Bingham (Conservation and Wildlife Society) asked if, given we have the technology available, will we reinvest in Biomass plant to get it working?

**A.** The VC said that in many cases, we still need to see further development of technology. On the biomass power station, UEA has no plans to reinvest in the power station. The VC then stated that he would prefer a wind turbine but is interested to hear other views – that was not a commitment though.

**Q.** Liam Deary (LGBT+ Officer, Trans and Non-Binary place) asked for assurances that any accommodation provided through private providers will cover a variety of costs including cheaper options with shared bathrooms.

**A.** The VC said that it is UEA’s desire to have a good and flexible offer for students. UEA is working closely with the City Council on accommodation; 3,000 units are in various stages of construction. It is his hope that the private provision will help to diversify the offer and keep costs down.

**Q.** Emilia Bugg (Umbrella Liberations Society), said that as far as they and other disabled students are concerned, most of the focus has been on physical access to buildings rather than on staff, teaching and the accessibility of modules. They asked if the VC would support education for staff on the accessibility of their content.

**A.** VC agreed with Bugg, and thanked them for raising it. Sarah mentioned a flagship project about accessible education that is being run at UEA. LDC recently received scholarship funding for students from different backgrounds.

**Q.** Cam K raised concerns about the growth in student numbers and lack of study space eating into students’ reserve time on Wednesday. More and more students are having seminars and

lectures on Wednesday afternoons. They asked if UEA would consider investing in teaching facilities and activities.

**A.** VC said it was an important point, but argued that there are some myths around about UEA's growth. VC argued that UEA has grown at 300 per year, and that has happened in the past few years – it isn't unusual in his view. UEA, he argued, have maintained a strong commitment to student experience and community. The growth in numbers has been planned and considered. The library has been expanded, and VC wants students to have opportunity to experience activities. His understanding is that no compulsory curriculum lectures are scheduled on Wednesdays, only optional ones, but if that has changed UEA will look again. UEA is building more study space.

**Q.** Chris Ball (Non-Portfolio Officer) raised concerns that part time students, often disabled, have to stay in Broadview Lodge and can't stay in other campus accommodation. This shuts out disabled students, Ball argued, for a variety of reasons. Why can't they live on campus, they asked?

**A.** Jon Sharpe responded, saying that planning control and legislation prevents part-time students from living in accommodation. He understands the frustration – full-time students with disabilities can get a lot of support. Part time study, however, is not eligible within the planning guidelines. UEA uses Broadview Lodge as a solution, as it isn't defined as student accommodation but rather as a hotel. They will, however, look at innovative solutions.

**2224 Membership**

Council noted the new members added to the Register.

**2225 Minutes of the Meeting held on Thursday 8 February**

Council was asked whether they approved of the minutes. The vote was as follows:

<b>Option</b>	<b>Vote</b>	<b>% of votes</b>
For	43	95.6%
Against	2	4.4%
Abstentions	4	-

The minutes were approved.

**2226 Matters Arising**

None noted.

## 2227 **Club, Society and Peer Support Group Constitutions**

The Chair noted that two societies had submitted standard constitutions had been approved by Societies Executive. The Chair ruled that Council would go straight to a vote on these two societies:

**a) Physician Associate Society** whose objects shall be: "To increase the profile of the Physician Associate course and profession as well as to encourage collaborative working and learning amongst students studying health care."

**b) Urology and Renal Society** whose objects shall be: "To facilitate learning of urology and renal medicine; to encourage students to attend conferences and participate in essay prizes in this field and provide teaching opportunities for medical students."

The vote was as follows:

<b>Option</b>	<b>Vote</b>	<b>% of votes</b>
For	49	98.0%
Against	1	2.0%
Abstentions	4	-

The societies were approved.

### **MedEd Society**

The Chair noted that MedEd Society has been approved by Societies Executive and moved Council straight to a vote. The vote was as follows:

<b>Option</b>	<b>Vote</b>	<b>% of votes</b>
For	42	93.3%
Against	3	6.7%
Abstentions	5	-

The society was approved.

### **Classics Society, Savoury Society and Diaspora Diaries Society**

The Chair noted that these societies were approved after the previous ones by Societies Executive, and had been submitted

as a separate bloc. They moved Council to a vote on the following societies:

**a) Classics Society whose objects shall be: "To unite those with an interest in classics and to create a society that's accommodating to all, and everyone feels included'**

**b) Savoury Society whose objects shall be: "To improve people's ability to cook meals, to help people be creative in the kitchen and to ensure that people will be safe when cooking."**

**c) Diaspora Diaries Society whose objects shall be: "To publish a once-twice termly print magazine, with set themes, about the experiences and views of people of colour (POC) on campus."**

The vote was as follows:

<b>Option</b>	<b>Vote</b>	<b>% of votes</b>
For	48	100.0%
Against	0	-
Abstentions	2	-

The societies were approved.

## **2228 Election of Student Trustees**

The Student Trustee election is being run online.

## **2229 Appointments**

Chair noted that there were still vacancies for a PG member of the Senate Student Discipline Committee, and the PG member of the Senate Student Appeals Committee.

## **2230 Appointment of Auditors**

Council noted the re-appointment by the Trustee Board of Crowe Clark Whitehill LLP as auditors.

## **2231 Annual Report and Accounts for the year ended 31 July 2017**

Chair moved Council to a vote on the annual report and accounts.

The vote was as follows:

<b>Option</b>	<b>Vote</b>	<b>% of votes</b>
For	36	100.0%
Against	0	-
Abstentions	2	-

The annual report and accounts were approved.

**2232**

### **Affiliations**

Chair moved Council to a vote on affiliations to the following organisations:

- **Advice UK (£1,000)**
- **The National Union of Students (£19,000)**
- **The Citizens Advice Bureau (£1,000)**
- **Students for Cooperation (£75)**

No councillors requested a separate vote on any of the organisations, and no speeches were made against the organisations.

The vote was as follows:

<b>Option</b>	<b>Vote</b>	<b>% of votes</b>
For	39	97.5%
Against	1	2.5%
Abstentions	8	-

The affiliations were approved.

**2233**

### **Financial Estimates**

The Chair asked Council to vote on whether Chief of Staff Jim Dickinson should be allowed to speak. The vote was as follows:

<b>Option</b>	<b>Vote</b>	<b>% of votes</b>
For	34	89.5%
Against	4	10.5%
Abstentions	3	-

Jim Dickinson was therefore allowed to speak to Council and gave a presentation on the financial estimates.

Following this presentation, Council was asked to vote on the financial estimates. The vote was as follows:

Option	Vote	% of votes
For	35	94.6%
Against	2	5.4%
Abstentions	6	-

The financial estimates were therefore approved.

## **2234 Reports from University Committees**

Jordan Read (Men’s Health and Welfare) gave a report on a survey conducted amongst members of a sports club. They argued that the survey shows a disconnect with Council. Amongst other findings, the majority wanted to see more gender mixed teams, and 17% felt they couldn’t express their sexual identity. 50-60% wanted to feel more like they are part of their sports team.

Their conclusion from the report is that many SU campaigns, such as ‘Take a Stand’, had not been helpful and nothing had changed. They urged councillors to come up with new campaigns based on engagement and a culture of genuine relationships. They also warned about a culture in sports clubs that leads to people with mental health problems being isolated, and urged clubs to do more than raise money for charities for a few days a year.

## **2235 Student Officer Committee Report**

Council noted the written report from the Chair of SOC, as well as written reports from Full-Time Officers.

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

## **2236 Trustee Board Report**

Council received a verbal report from India Edwards (Welfare, Community and Diversity Officer), the Chair of the Trustee Board.

## **2237 NUS National Conference Report**

Council noted the written report from UEA SU’s delegates to NUS National Conference.



## 2238 Reports from Representatives

Council received a verbal report from Nursing Society, which emphasised the different experiences of nursing students and emphasised their high workload as the reason for a lack of engagement with the students' union. Council also noted their written report.

Council received a verbal report from Physio Society. They echoed the report from Nursing Society, and revealed that many HSC students are unwilling to run for sports club committees due to their workload. Council also noted their written report.

Heather Bingham (Conservation and Wildlife) suggested that a way of engaging HSC students would be to adopt position-sharing for committee positions.

The result of the priority ballot, determining the order of the policies being debated, was then announced:

- 1) Tackling Invisible Disabilities
- 2) Ask for Angela
- 3) Support and representation for disabled students
- 4) Accessible Change
- 5) Effective Representation in HSC
- 6) Financial support for disabled students
- 7) Changes to the Trustee Board composition
- 8) Sport for All
- 9) UEASU must recognise Holocaust Memorial Day
- 10) Responsible Alcohol Consumption
- 11) Care AND Car Parks
- 12) Dismantling Endorsement Culture
- 13) Voter ID Pilots

## 2239 Tackling Invisible Disabilities

Emily Cutler (Students with Disabilities Officer) presented the motion. They outlined their experiences as a student with an invisible disability. They stated that the policy would set up an awareness-raising campaign for invisible disabilities, including pushing for training for UEA and SU staff.

The Chair moved Council to a vote. The vote was as follows:

Option	Vote	% of votes
For	44	100.0%
Against	0	-
Abstentions	2	-

The motion was passed.

**2240 Ask for Angela**

Thai Braddick (UEA Momentum Society) presented the motion by explaining the nature of the 'Ask for Angela' scheme. The scheme allows bar customers to ask for "Angela" at the bar if they are feeling uncomfortable or being harassed, and they will be escorted safely out without having to explain themselves to the person harassing them. They related personal experiences to emphasise the importance of the scheme.

The Chair moved Council to a vote. The vote was as follows:

<b>Option</b>	<b>Vote</b>	<b>% of votes</b>
For	44	100.0%
Against	0	-
Abstentions	2	-

The motion was passed.

**2241 Amendment to the Bye-Laws: Support and representation for disabled students**

Jack Robinson (Campaigns and Democracy Officer) proposed the motion. Stating that it was a difficult subject, they argued that a single role can be overwhelming and so is difficult for disabled students. The motion would change the role by splitting it into a Physical Disabilities place and Invisible Disabilities place and bring in a new structure.

The Chair moved Council to a vote. The vote was as follows:

<b>Option</b>	<b>Vote</b>	<b>% of votes</b>
For	46	100.0%
Against	0	-
Abstentions	1	-

The motion achieved the required two-thirds majority and was passed.

**2242 Amendment to the Bye-Laws: Effective Representation in HSC**

Siobhan Leviton (Mature Students' Assembly) proposed the motion. They stated that they struggle to get reps in HSC, and argued that the system is not appropriate for HSC. Changes on merged schools are not embedded; the motion would give real

representation which fits the School and gives them the opportunity to campaign and elect reps.  
The Chair moved Council to a vote. The vote was as follows:

<b>Option</b>	<b>Vote</b>	<b>% of votes</b>
For	44	100.0%
Against	0	-
Abstentions	3	-

### **2243 Financial support for Disabled Students**

Emily Cutler (Students with Disabilities Officer), proposed the motion, arguing that the cost of living for disabled students is higher because of their disabilities. Only the hardship fund, they argued, is available for disabled students now. Students with disabilities, they argued, need money to live on and this motion commits the SU to campaigning for that.

The Chair moved Council to a vote. The vote was as follows:

<b>Option</b>	<b>Vote</b>	<b>% of votes</b>
For	41	100.0%
Against	0	-
Abstentions	4	-

The motion was passed.

### **2244 Amendment to the Articles of Association: Changes to the Trustee Board composition**

Mary Leishman (Undergraduate Education Officer) proposed the motion, apologising for the "dull" subject of Trustees. They explained that the Trustee Board has 11 students and 4 external Trustees at present, with the external members providing expertise. However, they said that there has been a big turnover in external Trustees and proposed increasing the number of external Trustees from 4 to 6. They emphasised that students would still have a majority on the Board.

The Chair moved Council to a vote. The vote was as follows:

<b>Option</b>	<b>Vote</b>	<b>% of votes</b>
For	40	97.6%
Against	1	2.4%
Abstentions	3	-

The motion achieved the required two-thirds majority and was passed.

## **2245 Sport for All**

Camille Koosyial (Activities and Opportunities Officer) proposed the motion, saying that many students were unhappy with sports provision at UEA. This motion, in their view, would give a mandate for sport at UEA to be more inclusive lots of students excluded we have a duty sport should be accessible to all.

The Chair moved Council to a vote. The vote was as follows:

<b>Option</b>	<b>Vote</b>	<b>% of votes</b>
For	42	100.0%
Against	0	-
Abstentions	2	-

The motion achieved the required two-thirds majority and was passed.

## **2246 UEASU must recognise Holocaust Memorial Day**

Jack Robinson (Campaigns and Democracy Officer) proposed the motion. They stated that at NUS National Conference there had been many incidents of anti-Semitism which had shocked them. In their view, the issue needs NUS action, but also action across campuses. They outlined their view that there has been a vacuum of leadership on the political left, and that Union engagement with Jewish students is poor. They added that the motion had been endorsed by UEA's Jewish Society.

The Chair moved Council to a vote. The vote was as follows:

<b>Option</b>	<b>Vote</b>	<b>% of votes</b>
For	38	100.0%
Against	0	-
Abstentions	5	-

The motion achieved the required two-thirds majority and was passed.

## **2247 Responsible Alcohol Consumption**

India Edwards (Welfare, Community and Diversity Officer) proposed the motion. They stated that many social events at UEA were focused on alcohol, and the motion would encourage more non-alcoholic social events.

The Chair moved Council to a vote. The vote was follows:

<b>Option</b>	<b>Vote</b>	<b>% of votes</b>
For	40	97.6%
Against	1	2.4%
Abstentions	1	-

The motion was passed.

**2248**

### **Care AND Car Parks**

Lewis Martin (Mature Students' Officer) proposed the motion. They argued that UEA's decision to raise parking fees would mean that lower paid staff would be the hardest hit, essentially causing a pay cut. They argued that we take advantage of this pay cut because we use university cleaners, and so have a responsibility to try and prevent it. They finished by arguing that the issue will affect us all if cleaners leave.

The Chair moved Council to a vote

The vote was follows:

<b>Option</b>	<b>Vote</b>	<b>% of votes</b>
For	40	97.6%
Against	1	2.4%
Abstentions	3	-

The motion was passed.

**2249**

### **Dismantling Endorsement Culture**

Daniel Box (LDC YR3 UG) proposed the motion, saying that there is mass disillusionment with the Union. They pointed to the recent elections in which, in their view, the Union resorted to "bribing" students to vote. They cited recent elections in which "multiple candidates felt deeply uncomfortable" and in which some students felt that they hadn't had a fair opportunity. The councillor commented that didn't think the motion would solve everything wrong with the election process, but they expressed hope that it would help in a small way and uphold equality of opportunity. Their hope was that it can help make sure that "cliques" don't put people off running, and that people without "pals in the NUS" can still feel able to run.

They outlined the resolves of the motion, saying that it would prevent elected Student Officers from endorsing a specific candidate.

As there were no speeches against or questions, the Chair moved Council to a vote.

The vote was as follows:

<b>Option</b>	<b>Vote</b>	<b>% of votes</b>
For	32	76.2%
Against	10	23.8%
Abstentions	2	-

The motion was passed.

Camille Koosyial (Activities and Opportunities Officer) asked who would be setting up the group and who would be in charge of it.

Jack Robinson (Campaigns and Democracy Officer) responded that it was their area as the democracy full-time officer, as well as the Student Officer Committee. SOC would decide how to set up the relevant subcommittee, whilst the Returning Officer would decide how to apply and implement the rule changes.

Thai Braddick (UEA Momentum Society) asked if the rule changes would apply to the by-elections taking place in the following week.

Chair said that they would not.

## **2250**

### **Voter ID Pilots**

Jack Robinson (Campaigns and Democracy Officer) proposed the motion. They argued that there was a significant body of opinion against the government's pilot program of requiring ID before people are allowed to cast a vote. In their view, the policy is attempting to address a problem – electoral fraud – that is incredibly small, while the consequences will be significant and make it harder for people to vote.

Chair moved Council to a vote. The vote was as follows:

<b>Option</b>	<b>Vote</b>	<b>% of votes</b>
For	36	94.7%
Against	2	5.3%
Abstentions	3	-

The motion was passed.

**2251**

**Time and date of next meeting**

The Chair brought Council to an end and announced that the next meeting will on 10<sup>th</sup> May at 7pm.



# reports

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





10th May 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. 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 students 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.

PhD Employment Rights	<p>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> <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> <p>We successfully won a joint HEFCE catalyst funding bid to pioneer new interventions and projects into PGR mental health. The bid is valued at £300k over 2 years. The Student's Union is responsible for several of the strands of the project, including Sport and physical activity and research community culture, and will have a dedicated member of staff funded to coordinate this.</p> <p><b>Held interviews for the postgraduate mental health coordinator post in the SU.</b></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> <p><b>Launched a piece of consultation on who should have access to the Graduate Centre, which received almost 200 responses in a week. The results of this survey will form work at the Graduate Centre Management Group.</b></p>

Postgraduate Events	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. We have recently run a programme of Easter events including a coastal walk and ghost walk.
Recorded Lectures	Meeting set up with School Convenors and the IT representative in the university to discuss what students want from lecture capture.
Heads of Schools Meetings	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.
Transforming Education Awards	Sat on a panel with some school convenors, to decide which members of the university were to be short-listed and win awards for all categories. Further meetings to discuss specific arrangements for the night of the awards. <b>Presented awards – was successful.</b>
UCU Strike Action	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. Facebook group set up for information and support. Banner painting and picket coordination organised. 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. Attended a strike panel event run by UEA Socialist Society. Spoke at a rally organised by UCU and the Labour party in the city centre. Jointly organised an open Q&A with the Vice Chancellor due to go ahead on the 19 <sup>th</sup> . This will provide an opportunity for students with ongoing concerns to hear directly from University management. Launched a survey for students to consult on where the wages of striking staff should be spent. <b>Met with the Vice Chancellor to reach an agreement about where the strike wages should be spent based on the most popular choices from our student consultation. The university has committed to immediately hiring temporary counselling staff over the exam period, full-time additional counselling staff for 2 years, and a new e-book subscription for the library.</b>
Review of Senate Effectiveness	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 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 outside 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.
Postgraduate Committee Development	Working towards a full handbook for the Postgraduate Committee, including guidance on the Constitution which regulates the democratic processes of the body, as well as guidance on their budget and the life-cycle of the Committee.
HUM Graduate School Annual Prize Ceremony	Sat on awards panel and contributed to decisions over winners.
Staff-Student Sexual Misconduct	Started to establish the outline of a new piece of research into UEA students' experience of student-staff sexual misconduct. This is in response to NUS's recent research which looked at the sexualisation of HE nationally, and it would be useful for us to have institution-specific data. This research will also be open to university staff, so they can report about the culture they have witnessed too. We recently identified staff and students to meet with university HR, who are developing a staff-student sexual misconduct policy, so as to feed into this policy development.

## 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.



# policy papers

- all of the policy proposals that council will be debating



## 2263 Meaningfully Tackling the BAME Attainment Gap at UEA

Proposer: Thai Braddick (UEA Momentum Society)

Seconded: Rahul Mehta (UEA Pakistani Society)

### Summary

*This policy mandates the Student Officer Committee 2018/19 to form a taskforce dedicated to tackling the BAME Attainment Gap at UEA, which will work with UEA to create and publish a UEA Equality Strategy. This UEA Equality Strategy will guide both uea(su) and UEA to tackle the massive BAME attainment gap at the university through curriculum diversification and creating commitments from UEA towards hiring BAME academics and commitments from uea(su) towards encouraging BAME students into academia.*

### Council Notes

1. The UEA attainment gap is apparently 17.8% and the UEA executive at the council meeting on the 19<sup>th</sup> April 2018 admitted that their data on the attainment gap at UEA could be communicated better to the faculty and to students.
2. That the data on the attainment gap, wherever it is published, is inaccessible. However, the UEA executive have acknowledged that at UEA there is an attainment gap that must be tackled.
3. "Despite entering with the same qualifications, Black, Asian and minority ethnic (BAME) students are leaving university with lower outcomes than their White peers." <sup>1</sup>
4. That other universities, such as Kingston University, have already published strategies to tackle the BAME attainment gap and other inequalities within their university. <sup>2</sup>
5. The UEA Equality Data Report (Students) 2017 states that "almost a third" of the student population at UEA are BAME including international students, and that 17% of all 'Home Fee' students are BAME. <sup>3</sup>

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<sup>1</sup> Panesar, Lucy, 'Academic support and the BAME attainment gap: Using data to challenge assumptions',

*Spark: UAL Creative Teaching and Learning Journal*, 2 (2017)

<sup>2</sup> <http://www.kingston.ac.uk/aboutkingstonuniversity/equality-diversity-and-inclusion/strategy-and-annual-reports/>

<sup>3</sup> <https://portal.uea.ac.uk/equality/policies-schemes-and-action-plans/equality-information-and-ref2014>

6. The UEA Equality Data Report (Staff) 2017 states that UEA is behind the national percentage of BAME Academic staff by -5 (National percentage: 13.9%. UEA: 8.9%). <sup>4</sup>
7. That same-race representation in academic and teaching staff has a positive effect on the student's academic achievement. <sup>5</sup>

### **Council Believes**

1. The attainment gap is created and maintained by structural and institutional racism in the UK, and that if the SU and the university are truly committed to equality and diversity that the BAME attainment gap must be relentlessly tackled until it is closed.
2. That if UEA wants to still be able to claim its motto of 'Do Different' that it must *actually* do different by tackling the attainment gap.
3. That nearly a third of all fee-paying students falling behind in attainment by 17.8% is shameful and a strategy must be created to tackle it.

### **Council Resolves**

1. To mandate the incoming Student Officer Committee (2018/19) to form a taskforce of SU staff, elected SU officers, members of the BAME Liberation Society (and any subsequent caucus dedicated to BAME students in the SU) and members of the UEA Equality and Diversity Committee that is dedicated to tackling the BAME Attainment Gap at UEA, which will have duties as follows:
  - a. To create, hold and advertise multiple remunerated focus groups for self-identified BAME students to talk about their lived experiences as BAME students at UEA, focusing on experiences with racism, the diversity of their curriculum and their teaching staff. This will partially inform the UEA Equality Strategy.
  - b. To additionally survey students in public student areas (The Hive, The Square, etc.) on the same topics as the focus groups. This will partially inform the UEA Equality strategy.
  - c. To lobby the university for transparency on the BAME attainment gap data, by making it public, updated yearly and easily available to students and the SU.

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<sup>4</sup> <https://portal.uea.ac.uk/equality/policies-schemes-and-action-plans/equality-information-and-ref2014>

<sup>5</sup> Egalite, Anna, Kisida, Brian, and Winters, Marcus, 'Representation in the classroom: The effect of own-race teachers on student achievement', *Economics of Education Review*, 45 (2015), pp. 45 - 52

- d. To create and publish a UEA Equality Strategy, which both UEA and the SU will observe.
2. To mandate the Students' Union to affirm its commitment to working with the University and students to close the BAME attainment gap.
3. To open a dialogue with UEA's academic staff to diversify the curriculum by encouraging module leaders to actively include BAME voices in modules through Student-Staff Liaison Committees and Faculty Convenors.
4. To work with the NUS Black Students Campaign (and any subsequent NUS liberation campaigns focused on BAME students) to create the UEA Equality Strategy.



## **2264 Academic Union Councillor reform**

Proposer: Daniel Box (LDC YR 3)

Seconder: Oliver Hawksley (Bad Film Society)

### **Union Notes:**

1. Each school is supposed to have four Union Councillors; one First Year (UG) Union Councillor, one Second Year (UG) Union Councillor, one Other Year (UG) Union Councillor, and one Postgraduate Union Councillor. Additionally, many members of the SSLC, such as school and faculty conveners, also hold Union Council seats. For the length of this motion, they shall be collectively referred to as 'Academic Union Councillors'.
2. In the 2017/18 Academic Year, the amount of Academic Union Councillors elected was significantly below the maximum number of Academic Union Councillors mandated to be on Union Council, oftentimes with schools only having one out of four or two out of four Academic Union Councillors.
3. Academic Councillors are elected by, and thus held accountable by and represent a significantly large cohort of students, usually an academic year of a school when there is a full complement of four Academic Councillors elected, but oftentimes can result in a single Academic Union Councillor having to represent an entire school on Union Council if they are the only Academic Union Councillor elected.
4. Academic Union Councillors are often left out of consultations on Union Academic policy, and oftentimes do not have a close professional relationship with the Undergraduate and Postgraduate Officers.
5. Academic Union Councillors find it very difficult to contact their constituents, or be contacted by their constituents. This is very noticeable in low-contact-hours schools such as LDC.
6. Oftentimes, Academic Union Councillors are unclear what their role actually entails.

### **Union Believes:**

1. The role of an Academic Union Councillor is a difficult role, due to difficulty of constituent engagement, many of the roles oftentimes being vacant, and the large constituency sizes.

2. Difficulty in Academic Union Councillors engaging with constituents, and thus constituents engaging with their Academic Union Councillor, places accountability measures at risk of irrelevance.
3. The lack of UUEAS members running for the Academic Union Councillors is a significant issue. UUEAS can do significantly more to promote the election for Academic Union Councillors.
4. UUEAS can engage more with Academic Councillors on Academic matters, and they should always be a port-of-call for any motion which affects their school or UEA academic practice as a whole.
5. UUEAS can offer significantly more support to Academic Councillors in terms of training and facilitating engagement with constituents.

**Union Resolves:**

1. To mandate to organise, and subsequently run post-autumn election season, a specific programme of training sessions to aid Academic Union Councillors in successfully fulfilling their council role. The organisation and planning of these session will involve the Undergraduate Officer, the Postgraduate Officer, and returning students who are currently Academic Union Councillors.
2. To mandate that the aforementioned training programme culminates in a semesterly forum where Academic Union Councillors, SSLC Student representatives, and the Undergraduate and Postgraduate Officers, can discuss concerns raised by constituents and formulate motions together in a supportive environment.
3. To mandate the set up of an email relay so that Academic Union Councillors can successfully, easily and efficiently report back to their constituents on their actions, and thus in turn easily be held accountable for the actions by their constituents.
4. To mandate for a stronger relationship with the Undergraduate and Postgraduate Officers, and to be consulted more frequently in discussions related to the schools they represent.
5. To mandate that UUEAS better publicise the elections for Academic Union Councillors, to be on an equivalent scale of publicity as society and club elections.
6. To mandate that, in the instance that no-one runs for an academic rep position, elections are reopened bi-monthly until the position is filled.

7. To mandate the introduction of three new categories into the Union Awards; one for best Club Union Councillor, one for best Societies Union Councillor, and one for best Academic Union Councillor.

## 2265 It's More than Just a Space: Use of the Graduate Centre

Proposer: Madeleine Colledge (Postgraduate Education Officer)

Secunder: Lewis Martin (Mature Students Officer)

### Union Notes:

1. The Graduate Centre in Union House comprises of the Scholars Bar, Scholars Lounge, Bookable Rooms 7 & 8, and the Graduate Kitchen.
2. In the academic year 2017/18 there were 16,262 undergraduate, 2,766 postgraduate taught, and 1,138 postgraduate research students.<sup>6</sup>
3. The Graduate Centre is the only dedicate space on campus for all postgraduates.
4. The Scholars Bar use to be the Graduate Bar before the Graduate Student Associate (GSA) was dissolved and the space absorbed into the Union.
5. The current dedicated desk space for PGR students sits at a ratio of 1:3, meaning that the majority of PhD students have to hot desk and do not have a permanent space to write-up their research.
6. Research Community Culture continues to receive a low score in the Postgraduate Research Experience Survey, with many students referencing little opportunity to meet other PhD students outside their office, or from different Graduate Schools.
7. The average age of a PhD student at UEA is 30, whereas 70% of undergraduates at UEA are under 20 years old.<sup>7</sup>
8. UEA Students' Union recognises 'mature' students as anyone over the age of 21 on starting their degree.
9. The non-continuation rate for full-time mature UK-domiciled students was 11.3% in 2014-15, compared with 6.3% for non-mature students.<sup>8</sup>
10. Many PhD students at UEA hold contracts as Associate Tutors delivering teaching, marking, supervision, and lab demonstrations to undergraduates.
11. A survey conducted by the Students' Union in 2016/17 found that Undergraduates accounted for 32% of occupants in the Graduate Centre, but only 17% of sales behind the bar.

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6

<https://portal.uea.ac.uk/documents/6207125/7112761/Facts+and+Figures+External+Report+1718.pdf/0be6af61-9281-9450-40b1-fe949d0962b8> Pages 2-4

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<https://portal.uea.ac.uk/documents/6207125/7112761/Facts+and+Figures+External+Report+1718.pdf/0be6af61-9281-9450-40b1-fe949d0962b8> Page 11

<sup>8</sup> <http://www.hefce.ac.uk/analysis/HEinEngland/students/age/>

12. The University of East Anglia has expanded both Undergraduate and Postgraduate Taught student numbers rapidly in the last 3 years and intends to continue this increase.
13. Postgraduate Taught (PGT) and Postgraduate Research (PGR) students serve a 12 month academic year and are therefore often on campus all year round.
14. A 2018 Students' Union survey of 172 mature and Postgraduate students found:
  - a. 82% of respondents wanted the Graduate Centre to be exclusively reserved and Undergraduates not allowed into the space.
  - b. 15.1% of respondents wanted the Graduate Centre exclusively reserved for postgraduate and mature students during peak hours.
  - c. Only 2.9% of respondents wanted access open to all students.
  - d. The survey also found that the most popular measure to control access to the Graduate Centre was to introduce swipe access on the doors.

**Union Believes:**

1. The expansion of predominantly undergraduate students on campus without capital development has led to an increased pressure on social study space for all students.
2. The Union has not done enough to date to protect the Graduate Centre since the dissolution of the GSA, and has failed in its responsibility to reserve the space for postgraduate and mature students.
3. The Graduate Centre is an important component in creating a sense of research community culture on campus.
4. The Graduate Centre provides an informal environment for PhD students who teach to liaise with other academics from their school and feel integrated into the teaching community.
5. Many Postgraduate and mature students do not feel comfortable in undergraduate-dominated areas due to the large difference in age, and sometimes life-style.
6. As they make up a minority of the student population, it can be difficult to meet other PGR or mature students on campus, adding to a sense of isolation in these student groups.
7. Having a dedicated space can help foster a sense of belonging for mature students, which may help retention rates.
8. PhD students who teach need a dedicated space where they can relax outside of their work environment, and not feel at risk of being surrounded by the students they teach.

9. The Graduate Centre provides a vital service for this group of students, who otherwise hold little affinity with Students Union. The Scholars bar therefore should not be run for profit, but instead should be run as community service.
10. That the Graduate Centre should only be run by the Union as a service specific to postgraduate and mature students, and that events can not be held in this space that are not explicitly for these student groups.
11. That an honesty system has not prevented undergraduates from using the space and more effective measures need to be put in place to restrict who can access the Graduate Centre.
12. That restricting access to the Graduate Centre to those age 21 and above is the simplest and most inclusive approach to protecting the space. This will allow Postgraduate students, mature students, and university staff to maintain access.
13. Previous measures have been tested to reduce the number of Undergraduates using the space, including increased signage and campus card checks at peak times. Campus card checks have proved difficult to enforce when the Centre is busy.

**Union Resolves:**

1. To mandate the Postgraduate Education Officer, and Mature Students Officer, to write a Graduate Centre usage policy in conjunction with the Graduate Centre Management Group.
2. That the content of this policy will be led by the content of this motion.
3. That this policy will also be recognised by the Trustee Board.
4. Swipe card readers to control access to the Graduate Centre must be implemented immediately. The Graduate Centre Management Group should explore the practicalities of this.
5. That access will be exclusively restricted to members of UEA who are 21 and over.
6. That the Graduate Centre will only be used for events that are explicitly for postgraduate or mature students.
7. That the running of Scholar's bar is not to be profit-driven, but instead run as a community service for Postgraduate and mature students.
8. The Student Officer Committee will continue to lobby the university to resolve the critical lack of social study space for undergraduate students.

## **2266 For Our Future's Sake**

**Proposer:** Jack Robinson (Campaigns and Democracy Officer)

**Seconded:** Emily Cutler (Students with Disabilities Officer)

### **Union Notes:**

1. That on the 23<sup>rd</sup> June 2016, the referendum on EU Membership was won by the Leave Campaign
2. Young people and students overwhelmingly voted Remain, by most estimates at around 75%
3. Article 50 was triggered in March 2017. This means we will formally leave the European Union on current timelines in March 2019.

### **Union Believes:**

1. Lots of people across the UK had legitimate grievances about their lives and voted to leave the European Union because of them
2. That it would therefore be foolish to in any way invalidate that vote.
3. That since the referendum result, a number of promises which were made by the official Leave Campaign (members of which are now very senior members of Government), have at best been made to have seemed foolish, or outright lies.
4. That in a democracy, people have the opportunity to change their minds.
5. That students and young people have a right, and a duty to stand up and say when they believe something is going to negatively impact their futures.

### **Union Resolves:**

1. To call for a referendum on the terms of the Brexit deal, and once gained - to campaign to Remain in the European Union
2. To affiliate to the national FFS campaign.
3. To lobby National Union of Students to call for a national demonstration on remaining in the European Union, to influence the meaningful vote in Parliament in Autumn 2018.
4. To mandate the Campaigns and Democracy Officer to create an FFS student campaign group to coordinate and lead these efforts.

## **2267 Investigating PGR Engagement with the Students' Union**

Proposer: Madeleine Colledge (Postgraduate Education Officer)

Seconder: Ruth Flaherty (Postgraduate Committee)

### **Union Notes:**

1. The amount of postgraduate students at UEA is growing at both Masters and PhD level.
2. That the role of Postgraduate Education Officer has to represent both Postgraduate Research (PGR) and Postgraduate Taught (PGT) students.
3. That since the position of Postgraduate Education Officer was established, it has never been filled by a PGR student.
4. The average age of a PGR student at UEA is 30.
5. The average full-time PhD can take between 3 to 4 years to complete, and up to 6 years for a part-time PGR students or those who need to take a pause in study.
6. If a student is continuing from their undergraduate and master's degree they could be at UEA for between 7-11 years.
7. PGR students often work as Associate Tutors meaning they may identify and view themselves as both staff and students.
8. PGR students are also more likely to be carers or take maternity leave. UEA PGSU brought policy to the NUS on this in 2016/7.
9. Despite PGR students studying at UEA for a longer period of time, they remain largely unengaged with the Students' Union's democratic bodies.
10. That PGR students have expertise that would be beneficial to UEASU.
11. UEA and UEASU were recently successful in a HEFCE catalyst funding bid of £300,000 to research early interventions and projects for tackling PGR ill-mental health.

### **Union Believes:**

1. It is difficult for PGT student to fully understand the experience of PGR students.



2. The experience of education for PGR students is unique in comparison to students on taught courses, both UG and PGT. They have no taught content on their course. They have to work closely with their supervisors, members of staff and their funder (if they have one). They will often have to present research at conferences as well as write publications. As Associate Tutors they might deliver taught content to UG and PGT students. PGRs have smaller cohort sizes and limited dedicated work or social space on campus.
3. Nationally there is little research into how Students' Unions can better represent PGR students.
4. As a union we have little understanding of how PGRs perceive the SU, or the extent to which they are engaged or disengaged.
5. Given that the Students' Union is partnering with the University to lead on the HEFCE funded PGR mental health project, it would be the perfect time for the Union to review its engagement with PGR students as a whole.

**Union Resolves:**

1. To mandate the Postgraduate Committee to investigate the lack of PGR representation and engagement with the Students' Union.
2. To provide the staff time and resources required to produce a robust piece of research.
3. That the Postgraduate Committee agree the methodology and aims of the research; receive a report containing the outcomes, and decide upon the report's recommendations. This will be led by a PGR representative sitting on the PGSU Committee.
4. That the recommendations by the Committee will form a policy which will be presented to Union Council. This will be led by a PGR representative sitting on the PGSU Committee.
5. For this research to specifically include:
  - a. The historic level of PGR engagement with the Graduate Student Association (GSA) before it was dissolved, including voter turnout in elections.
  - b. The historic level of PGR engagement after the dissolution of the GSA.

- c. The current level of PGR engagement within the UEASU and PGSU.
- d. The number of PGR students in 'leadership' positions across the Union's democratic structures.
- e. PGR perception of the Students' Union and whether or not they feel it represents them.
- f. What PGR students feel representation should look like within UEASU.

## **2268 Increasing our efficiency when supporting students lecturers and university staff**

Proposer: Finn Northrop (Non-Portfolio Officer)

Secunder: Madeleine Colledge (Postgraduate Education Officer)

### Notes

1. That UUEAS has a long tradition of supporting industrial action by UCU and standing by university staff
2. Earlier this year UUEAS passed *Emergency Resolution: Backing UCU in the Pension Dispute*
3. In 2014 UUEAS voted in favour of backing UCU industrial action against proposed changes to the USS pension scheme – a strike that was recognised as largely successful.
4. Some UCU members are PhD students who work within the University as Associate Tutors. These UCU members are therefore also members of UEA's Students' Union.
5. That to take effective action UUEAS is forced to wait until a motion has been passed through council, which can take quite a while dependent on the council schedule
6. That for action to take effect more than 50% of votes from UCU members have to support action on a minimum 50% turnout

### Believes

1. Student support is often vital and our support of UCU and our university staff, from admin staff to senior lecturers is an integral part of what we do
2. UCU has repeatedly stood in solidarity with Students Unions, joining students on demonstrations and opposing the rise in tuition fees.
3. That the relationship between academic staff and students in Higher Education is one of partnership and should be mutually supportive.
4. UUEAS's support of industrial action strengthens UCUs negotiation hand, therefore reducing the period of dispute and the length of disruption to students
5. Dependent on the council timetable, UUEAS can be forced to sit twiddling its thumbs, and is unable to support lecturers, staff and students in the important early phase of action
6. Working conditions of staff are learning conditions for students

7. We should be able to defend workers and support students as soon as a strike is called
8. Union Council always retains the power to withdraw its support from a particular strike action and this policy would of course not affect that power

#### Resolves

1. That the UUEAS supports UCU its legal industrial and strike action
2. That UUEAS should hold the default position of supporting UCU industrial and strike action
3. That UUEAS will thus be able to help inform students and support staff as soon as action is announced, making us more effective in executing our responsibilities
4. To Mandate the Campaigns and Democracy Officer to liaise with the president of UCU in the event of industrial action to arrange how UUEAS will support the action

## **2269 End the Trade Federation Blockade of Naboo**

Proposer: Finn Northrop (Non-Portfolio Officer)

Seconder: Lewis Martin (Mature Students Officer)

### **Union Notes**

- 1) That Turmoil has engulfed the Galactic Republic.
- 2) Taxation of trade routes to outlying star systems in dispute.
- 3) The Trade Federation has recently stopped all shipping to the small planet of Naboo.
- 4) In a recent interview, Viceroy Nute Gunray claimed that the blockade 'was perfectly legal'.<sup>9</sup>
- 5) Jedi ambassadors recently attempted to meet with the Trade Federation, but the negotiations were short.

### **Union Believes:**

- 1) That Naboo is a peaceful planet.
- 2) That the Trade Federation has gone too far this time.

### **Union Resolves:**

- 1) To revoke the Trade Federation's franchise.
- 2) To elect a new Chancellor, a strong Chancellor, one who will not let the tragedy continue.

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<sup>9</sup> <https://www.youtube.com/watch?v=a3YpjUCEQE0>

## **2270 Code of Conduct for Course Reps**

Proposed by Mary Leishman

Seconded by Madeleine Colledge

### **Summary:**

The Code of Conduct provides guidelines for both Course Reps and the Students' Union to follow and in case of breach, there will be a set procedure to handle it.

### **Union notes:**

- Currently there is no method in the Union to monitor the 200+ course reps in the case of a concern about a Course Representative.
- There also isn't a Code of Conduct for Course Reps to follow or to take reference to.
- Contacts have been made with other Students' Unions such as South Wales, Birmingham, Bath, Lincoln etc. and very few had very effective ways of monitoring course reps

### **The Union Believes:**

- There should be a Course Rep Code of Conduct for Course Reps, students and the Students' Union can take reference to
- With the Code of Conduct, the Union can then, in case a student breaches it, can use the Code of Conduct as a format of dealing with such cases.

### **The Union Resolves:**

- To approve the proposed Course Representation Code of Conduct and Removal Policy below which includes
  - Expectations of Course Reps
  - Expected tasks in the role
  - Nomination procedure
  - Voting procedure
  - Criteria for considering whether a Course Rep is in breach of their responsibilities
  - Removal procedure
  - Options to replace a Course Rep when a vacancy has been opened
- To create a section on the uea.su website to allow for students to raise a concern regarding their Course Rep
- To create a new bye-law for the Course Representation Code of Conduct and Removal Policy and include within the Course Representatives Handbook.
- To implement this by September 2018 before the first round of elections commence in the academic year 18/19.

## **Course Representation Code of Conduct and Removal Policy**

### **Executive Summary**

Our aim was to develop a method in which students at UEA can hold Course Representatives to account and provide a policy regarding when it is deemed a Course Representative is not fulfilling their duties or responsibilities. This document outlines a proposed suggestion of method for removal of Course Reps should they not fulfil their duties in line with the Course Representative Code of Conduct. We contacted several Students' Unions to find out their processes and what the impacts of them were. This policy will involve all students, Course Representatives, Student Partnership Officers, Student Engagement Coordinator (Representation), Undergraduate and Postgraduate Education Officers.

We recommend that this policy will be taken place starting from September 2018, or after the course reps elections have ended, and we propose that this will continue in the future unless recommended otherwise. We suggest that this policy becomes a new section in the Students' Union bye-laws and is further included in the Course Representatives handbooks.

After reaching out to multiple Unions', we have found out that very few unions we contacted had an effective way for students to hold course reps to account. Therefore, we have taken reference to successful unions and propose the following.

We suggest students have the same accountability rights as with any other elected position at UEA (SU) for their Course Representatives. This is to:

- \* Encourage students to be more engaged with their Representative
- \* Encourage students to be more aware of their surroundings
- \* Provide a structure Course Reps can refer to

We propose this is done by students going to a page on uea.su to fill in a concern which will then be sent to the Student Engagement Coordinator (Representation) to follow up. The Student Engagement Coordinator (Representation) could then talk to the course rep in concern and create an action plan. This is to:

- \* Provide support to Course Reps if needed
- \* Help students grow and develop
- \* Help to plan how to progress

We propose that if the Course Rep has not improved or another concern about the Course Rep has surfaced after the creation of the action plan then a next stage with the relevant Education Officer is started. If they wish to resign with appropriate reasons this will happen in the usual manner, via email to Student Engagement Coordinator (Representation).

We believe that this method of accountability of Course Reps is the most effective way for the wider student body to raise an issue with us regarding their

Course Rep, and for us as a support to those students in position to understand what and why behaviors have occurred.

## **Introduction**

The University of East Anglia Students' Union is a democratic organisation. Therefore, it is necessary that free and fair elections for Course Representatives take place to ensure that the University and the Students' Union works in the best interest of students. This is also in line with the University of East Anglia's Code of Practice for Student Representation.

### **1. Purpose**

a. The purpose of this policy is to:

- i. Outline the timings and length of elections for Course Representatives
- ii. Outline the decision making process for the number of Course Representatives on each course
- iii. Outline the process for running online elections for Course Representatives
- iv. Outline the process for co-opting Course Representatives into position
- v. Outline the roles and responsibilities a Course Representatives is expected to have
- vi. Outline the potential reasons for the removal of a Course Representative from their elected position.
- vii. Outline the process for the removal of a Course Representative.
- viii. Outline the process for filling the created vacancy.

### **2. Timeframe for the election period**

- a. The elections for Course Representatives should take place twice every academic year. Course Representatives for Foundation Year, First Year and Postgraduate taught/research are elected around September and October; Whilst returning students shall be elected around March or April.
- b. The election for the role of Course Representatives must be made up of at least two weeks of nominations, with one week of voting during each election.

### **3. Determining number of reps to be elected**

- a. Prior to each election period, the Education Officers for Undergraduate and Post-Graduate and the Student Engagement Coordinator (Representation) shall have a discussion with each Student Partnership Officers to determine how many representatives are to be elected for each course.<sup>4</sup>
- b. Schools should aim to have a minimum of 1 representative per 50 students per course per year group. If demand is higher, a higher ratio is welcomed<sup>5</sup>



c. Where Schools have a large or particularly diverse student body more representatives may be identified to ensure representation across the cohort, for example a mature student or international student representative.6

d. The decision as to whether more representatives are elected remains at the discretion of the Student Partnership Officers. 7

e. Following this discussion, it is the responsibility of the Student Partnership Officers to communicate the outcomes of the meeting to programme leaders prior the commencement of the elections period. 8

#### **4. Election process**

a. The election for Course Representatives take place online.

b. Online Elections will be available at the University of East Anglia Students' Union website.

c. Students will only be able to nominate themselves or vote in the election for Course Representatives for the course that they are currently studying.

d. All elections will use the Single Transferable Voting (STV) system and have a set of rules made available on the website.

e. Candidates will be informed via email whether they have won or lost, within 24 working hours of the closing of the elections period.

f. Student Partnership Officer is to be informed of the successful candidates within 4 working days of the closing of the elections period.

#### **5. Vacancies**

a. After the election period for course representatives, should vacancies remain, there will be co-opted in agreement with the School Convenor and Student Partnership Officers.

#### **6. Roles and responsibilities**

a. Course Representatives, when formally expressing an interest in the role, should understand and acknowledge the importance and time needed to undertake the role effectively.

b. Course Representatives should attend all mandatory training to ensure that they are prepared for the role.

c. Course Representatives are expected to prepare for meetings by gathering student feedback

i. Course Representatives are to gather feedback from students on their course.

ii. Course Representatives are to provide feedback through departmental and Faculty structures. They should also provide feedback to appropriate Students' Union bodies when required.

d. Course Representatives are expected to feedback to students on their course.

e. Course Representatives should attend and engage in all Student Staff Liaison Committee's in their area. If the Course Representative is unable to attend for any reason, it is expected that they would send apologies to the SSLC Secretary, and send on any issues or comments of the agenda so they can be raised by the chair.

f. If the Course Representatives feels like they can no longer fulfill the role, they should inform the Student Engagement Coordinator (Representation) who will then contact the School.

g. If a Course Representative fails to meet the requirements of the role, they may be removed.

### **7. Reasons for the removal of Course Representative**

a. A Course Representative may be removed from their role as a Course Representative for the following reasons:

i. There is a breach of the Students' Union Code of Conduct applicable to all members

ii. There is a breach of the University of East Anglia's General Regulations

iii. If a ban from the Students' Union is placed upon the Course Representative

iv. If a formal complaint or concern is upheld by the University

v. If the Course Representative is found to have negatively used their power as a Course Representative by not representing the views of others on their course.

vi. If the Course Representative is found to have exhibited unacceptable or abusive (physically or mentally) behavior towards another student or member of staff

vii. If evidence of significant dissatisfaction with the work of the Course Representative is provided to the Education Officers (UG and/or PG)

viii. Lack of attendance without apologies at 2 or more SSLC

b. This list is not exclusive, and it remains at the discretion of the Education Officers (UG and PG) as to whether additions are able to be made to the list of reasons.

### **8. Process for the removal of a Course Representative**

a. A request for the removal of a Course Representative must be made by a student studying the course represented by that Course Representative; the relevant School or Faculty Convenors online or in person; or in the instance of a complaint of unacceptable or abusive behaviour, by a member of University or Students' Union staff.

b. University staff are not able to request the removal of a Course Representative on the grounds of unsatisfactory election. However if evidence is provided that the course rep is not performing in satisfactory standards and evidence is provided, removal may be considered.

c. If the Course Representatives in concern wishes to step down because they do not feel like they are able to fulfill their role effectively, he or she should be allowed to do so by informing the Student Engagement Coordinator (Representation) via email.

d. The Course Representatives and Student Engagement Coordinator (Representation) will discuss the concern and create an action plan to resolve the concern.

i. This could be simply informing the Course Representatives of the concern raised by their fellow course mates or working with the SU to provide further training.

ii. Discuss the possibility of a role share if possible.

e. If no agreed steps or action plan has been made by the Course Representatives to resolve the concern or a new complaint is received regarding that same behavior attempted to be tackled previously, further actions will need to take place.

i. If a new concern has been submitted irrelevant to the first concern, it should be regarded as a new case.

ii. A concern is regarded as resolved if the actions taken to resolve the concern has been effective in solving the concern.

f. If it seems that no signs of improvement can be seen, it becomes a decision of the Student Engagement Coordinator (Representation) on whether or not they are asked to leave their role.

i. If they are, the Course Representative has the right to appeal to the Education Officers (UG and PG).

g. Each case shall be considered on a case-by-case basis by the Student Engagement Coordinator (Representation), however the final decision shall remain with the Education Officers (UG AND PG)

h. If a Course Representative is removed from position, they shall not be able to stand as Course Representative again. This does not prevent them from standing for other union roles.

### **9. Process of filling the vacancy of the removed course rep**

a. In first instance, an election would be held for that role. Any unsuccessful candidates who previously were unsuccessful in election for that role will be invited to submit a nomination, as well as the School advertising to that course. An election will then be fulfilled in the usual way.

b. Should there be only one person show interest in the position, or should the Course Rep be removed in the Spring semester then, the School Convenor and Student Partnership Officers will co-opt a student into the position if they agree on the candidate.

### **Reference List:**

\* University of Lincoln "Policy governing the Election of academic Representatives"(P.1-3). Available at: [https://2d53b4ae7710437ef402-16882fd0dd682351953626dbea9fe405.ssl.cf3.rackcdn.com/Policy\\_governing\\_the\\_election\\_of\\_Academic\\_Representatives.pdf](https://2d53b4ae7710437ef402-16882fd0dd682351953626dbea9fe405.ssl.cf3.rackcdn.com/Policy_governing_the_election_of_Academic_Representatives.pdf)

\* University of Lincoln "Policy to Govern the removal of academic Representatives" (P.1-3). Available at: [https://2d53b4ae7710437ef402-16882fd0dd682351953626dbea9fe405.ssl.cf3.rackcdn.com/Policy\\_to\\_Govern\\_the\\_Removal\\_of\\_Academic\\_Representatives\\_1.pdf](https://2d53b4ae7710437ef402-16882fd0dd682351953626dbea9fe405.ssl.cf3.rackcdn.com/Policy_to_Govern_the_Removal_of_Academic_Representatives_1.pdf)

\* UEA|SU (2017/18) "Student Representation code of Practice" (P.7). Available at: [https://ueanorwich.sharepoint.com/:w:/r/sites/uueas\\_campaignsandpolicy/Shared%20Documents/Education%20and%20Engagement%202017-18/Course%20Reps%202017-18/CoP%20new%20paper%202017%20FINAL.docx?d=w6db317e317bd449daf7db58842282475&csf=1&e=Zw1Jc0](https://ueanorwich.sharepoint.com/:w:/r/sites/uueas_campaignsandpolicy/Shared%20Documents/Education%20and%20Engagement%202017-18/Course%20Reps%202017-18/CoP%20new%20paper%202017%20FINAL.docx?d=w6db317e317bd449daf7db58842282475&csf=1&e=Zw1Jc0)

\* University of Birmingham guild of students (2017/18) "Student Representation System Operations Manual" (P. 16). Available at: <https://intranet.birmingham.ac.uk/as/registry/policy/documents/public/studentreps/SRS-Operations-Manual-2017-18-PDF-934KB.pdf>

\* University of Essex (2018) "Academic Standards and Quality" Available at: [https://www1.essex.ac.uk/quality/student\\_representation/student\\_rep.asp#\\_ftnref1](https://www1.essex.ac.uk/quality/student_representation/student_rep.asp#_ftnref1)

\* University of York. Email by: Gabriella Morgan. "'Course Reps who miss two consecutive meetings without submitting their apologies must meet with their Department Rep to explain their actions and omissions. If the Course Rep continues to fail to fulfil their duties in not making reasonable arrangements to meet with the Department Rep or attend subsequent meetings, a new Course Rep may be recruited to replace them at the discretion of both the Department Rep and Academic Officer.' We don't officially hand this out to Course Reps but we do clearly state in our training that they can be removed if they're not meeting minimum expectations. We will also send a reminder email and offer of support each term if a rep has been particularly disengaged with us. This is the first year that this has been in place and we have not yet had to enforce it."

# 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