



Union Council

**Policies passed
19 April and 10 May
2018**

Ask for Angela

Proposer: Thai Braddick (Momentum Society)

Seconder: Jack Robinson (Campaigns and Democracy Officer)

Summary

The Ask for Angela scheme is an initiative that helps people who are on a date or who have met someone at a venue and feel unsafe get help from bar staff. The Ask for Angela scheme helps students who may not be able to find the words in the moment express their feeling of being unsafe and experiencing discomfort and get assistance.

Council Notes

1. The 2010 study by NUS, 'Hidden Marks', found that 1 in 3 women (and people read as women) felt unsafe in their university at night, and that 68% had experienced some form of harassment in their institution.¹
2. Multiple unions across the country have brought the scheme onto their campus already, including Sheffield Hallam², and it has been piloted and implemented in multiple county councils and police constabularies, including Yeovil, Bath and Bristol³, all of which have large student populations.
3. The Never OK program has done a lot of good work on campus already, and that Ask for Angela can be supplementary to Never OK. Whilst Never OK tackles a culture of harassment, Ask for Angela can help people during our process of changing the culture.

Council Believes

1. The Never OK program means we already have the infrastructure to roll Ask for Angela to uea(su) partners in Norwich, as well as in our own campus establishments like the bar and the LCR.
2. Ask for Angela will also massively help LGBTQ+ students, who experience harassment at similar or sometimes higher rates than heterosexual students.⁴
3. Ask for Angela gives students a discrete and scripted way of asking for assistance and can help students who might struggle to express themselves whilst stressed (including students who may have specific learning difficulties, like dyspraxia or autism) ask for help.

Council Resolves

1. To roll out an Ask for Angela or similar scheme in all of our commercial outlets, including putting posters in all bathrooms in the bar and LCR⁵, and to put the Ask

¹ https://www.nus.org.uk/Global/NUS_hidden_marks_report_2nd_edition_web.pdf

² <https://www.hallamstudentsunion.com/news/article/6013/Sheffield-Hallam-Students-Union-joins-the-Ask-for-Angela-campaign/>

³ <https://www.avonandsomerset.police.uk/newsroom/features/ask-for-angela/>

⁴ <https://www.hrc.org/resources/sexual-assault-and-the-lgbt-community>

⁵ <https://www.avonandsomerset.police.uk/media/30463962/Ask-Angela-Poster-Supported-by-AS-v1.pdf>

for Angela or similar posters which help bar staff ⁶ behind the bar and in staff rooms.

2. That the Ask for Angela posters should include the details for relevant organisations in Norwich, and information about the SU's Safe Taxi scheme including which companies are taking part.
3. To add information about the Ask for Angela scheme into future training sessions for Never OK and other anti-harassment programs we give training for.
4. That any club night that is affiliated with uea(su) must implement Ask for Angela alongside the implementation of Never OK and Good Night Out.
5. To work towards mass implementation of an Ask for Angela scheme or similar, with the Norfolk Constabulary, Norwich City Council, and Norfolk County Council.

Amendment to the Bye-Laws: Effective Representation in HSC

Proposer: S Leviton (Mature Students' Assembly)

Seconder: J Gossett (Physio Society)

Union Notes

1 In 2015, Council amended the Bye Laws on its membership so that the new integrated Schools under the HUM reorganisation would keep their rep allocation at the previous level. (e.g. American Studies would be entitled to five Council representatives even though it had been merged into AMA)

2 The present Council membership for School Representatives, which has been in place for many years, is: one first year undergraduate student, one second year undergraduate student, one other year undergraduate student, one postgraduate research student and one postgraduate taught student from each School of Study elected by their peers.

3 The School of Nursing and Midwifery (NAM) merged with Allied Health Professions (AHP) to form a new School of Health Sciences (HSC) in 2015.

4 HSC is therefore entitled to ten representatives on Council.

Union Believes

1 The current rep structure does not serve the needs of a multi-disciplinary vocational such as HSC.

2 We could better represent HSC students if we moved to an innovative multi-disciplinary model specific to HSC.

3 We should do this whilst ensuring there will be adequate representation for PG students.

Union Resolves

⁶ <https://www.avonandsomerset.police.uk/media/30463956/Staff-suggested-guidance-for-Ask-for-Angela.pdf>

1 To add a Clause 1.11.4 (ii) to the Bye-Laws to read: "The allocation for the School of Health Sciences shall be: three places for Nursing and Midwifery students; three places for Allied Health Profession students; one place for Pre-registration PG students; one place for Post-registration students; and two open places."

Accessible Change

Proposer: Emilia Bugg (Disabled Students Liberation Society Open Place)

Secunder: Abbey Doormann (Disabled Students Liberation Society SPLD and Autism Place)

This motion resolves to put a new system/ contact in place that can process complaints made by students about accessibility in any part of life on campus in a way that educates and provides long lasting change while also providing a point of contact for staff unsure of what to do to make their teaching accessible.

Union Notes

1. Many students cannot fully access campus and university because of the university is not accessible to disabled people.
2. Ableist or low level discriminatory language is used by some staff without them knowing it is offensive, and this use is based in a lack of education among staff on ableism and the disabled community.
3. Anxiety can prevent students for filing complaints, or using the informal complaint procedure, especially when considering accessibility issues. Often the person that the complaint is made by may feel embarrassed or anxious about bringing up an issue because it seems small or they don't want to speak to the course/ module organiser/ relevant person for fear of repercussions or it doesn't seem worth the hassle/ stress.
4. There is very much a 'put up with it culture', where accessibility issues feel too small even though all accessibility issues have a large impact on learning.
5. Many Students don't know how to file a complaint, or the complaint procedure seems too complicated or stressful.
6. Staff often do not know how to respond to accessibility issues or respond inappropriately.

Union Believes

1. Accessibility is not always limited to big issues it is often smaller problems that may seem frivolous to some but add up to big blocks in education.
2. The current complaint procedure is too complicated and often seems harsh for many accessibility issues.
3. The current complain procedure creates confusion among students and prevents many students from making necessary complaints.
4. The way to make lasting long-term change is to educate rather than reprimand. Many staff do not realise what they are doing is an access issue, many would like to help but either help in the wrong way when asked or don't know how to.
5. Accessibility issues are a form of discrimination and segregate disabled students from non-disabled students.
6. Disability is a sensitive topic for many individuals. A simplified reporting procedure should ensure a student friendly person would be able to take over their case completely and simplify the ability to make complaints which are a daily problem in many disabled students lives. Students should be able to contact someone with these smaller issues, for which the present complicated complaint procedure may be too much or too complex or not relevant.
7. These accessibility issues accumulate and therefor puts more pressure on the disability advisor in the SSS.

8. Staff need more education on accessibility, so permanent positive change can be made.

Union Resolves

- 1) To lobby the University to:
 - a) Create a point of contact where disabled students can report accessibility issues, no matter how small; the issues would then be brought up with the staff concerned in a way that would focus on education and changing attitudes.
 - b) To ensure that disabled students can raise any issue they have with accessibility in any part of university life, in a risk free anonymous way.
 - c) To establish a new complaints procedure for disabled students to report accessibility issues in any part of life at UEA including but not limited to: teaching, individual staff, buildings, modules, course, societies, and events.
 - d) To ensure that any new complaints procedure will create an intermediate between the student and the staff their complaint is in relation to.
 - e) To ensure that, in the resolution of a complaint, the identity of the student will be anonymous throughout the actions that are taken.
 - 2) To lobby the University to ensure that the focus of resolution of complaints will be on the education of staff to create permanent improvements to accessibility across the University and that actions taken will be monitored and if the changes aren't made there will be further consequences.
 - 3) To lobby the University to educate University staff on accessibility issues by creating an information point where staff can get information about accessibility e.g. when they are organising a module, designing a new work space/ teaching exercise, or need information on how to respond if a student does come to them with a problem/ disability.
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Dismantling Endorsement Culture

Proposer: Daniel Box (LDC YR3 UG)

Seconders: Anna Deas (Literature Society), Katherine Frost (Headlights Comedy Society), Oliver Hawksley (Bad Film Society), Oliver Healey (Liberal Democrats Society), Rebecca Stothard (LDC YR2 UG), Hannah Murgatroyd (Disabilities Liberation Society – Physical Illness Place)

Union Notes:

1. The act of endorsement is utilised in order to give a specific electoral candidate an advantage in an election, through influencing voters' decisions via the application of personal testimony.
2. Bye law 5.9 states that 'all elections taking place at the Union of UEA Students shall be: fair and open, democratic, accessible and transparent.'⁷
3. Bye Law 8.1 states 'the Union is committed to treating everyone equally and with respect.'⁸
4. Bye law 8.2.1 states that UUEAS equal opportunities regulations exist to 'ensure that this Union is proactive in promoting equality of Opportunity.'⁹

Union Believes:

1. Equal opportunity with regards to elections is a value that UUEAS should strive to protect and defend.
2. The endorsing of candidates is not problematic when a regular student engages in this sort of action. However, the aforementioned endorsing becomes problematic when an elected Officer of UUEAS engages in such behaviour, due to the influence and authority they extrude within the SU. There is currently a culture of individual candidates being endorsed by UUEAS Officers with the intention of giving them an advantage within an election. This endorsement culture has unfortunately become a standard and expected part of how the election process operates within UUEAS.
3. Under the current electoral system, leadership election candidates who work closely with elected Union Officers (i.e. who are inside the SU 'bubble') have a significant advantage over their peers in the leadership election, due to a greater resource of manifesto realisation, manifesto construction, campaigning guidance and campaigning assistance being available to them. This makes the playing field unequal throughout the election process.

⁷https://ueanorwich.sharepoint.com/sites/ueeas_campaignsandpolicy/Shared%20Documents/TONY%20KEEP%202016/Governance/Live%20Articles%20and%20Constitution/1%20Live%20BLs%20December%202017/A2%20Bye%20Laws%20Staff%20Protocol%2016%2011%2017.pdf?slid=16534f9e-30aa-5000-7b1e-1a4f20710629 (accessed 01/03/2018)

⁸ Ibid.

⁹ Ibid.

4. Elected Union Officers, especially FTOs, possess a significant influence within the membership. Thus the endorsement of a specific candidate carries weight, and can influence the way that individual students vote in real terms.
5. This becomes even more apparent when individual candidate receive endorsements from elected officers of the National Union of Students.
6. Such endorsements as outlined above give the candidates who receive them an unfair advantage over their peers in the election.
7. The act of elected Union Officers openly showing preference to a specific candidates via endorsement, results in the election becoming increasingly difficult for candidates running against said endorsed candidate as equality of treatment and equality of opportunity has been removed.
8. Thus, such action violates the spirit and intention of by-laws 5.9, 8.1 and 8.2.1.

Union Resolves:

1. Update the online guide to include direction to both Officers and electoral candidates. In such a guide must be the following principles:

In order to ensure adherence to the principles outlined in by-law 5.9:

- No elected Officer of the Union of UEA Students (UUEAS) may endorse a specific candidate in any union election in any verbal or written fashion.
 - Elected Officers remain permitted to encourage other students to run in the leadership elections.
 - No electoral candidate may accept and subsequently publish an endorsement by an individual who is not a member of UUEAS.
 - No elected Union Officer may offer a specific electoral candidate advice on an individual level on any matters regarding manifesto realisation or manifesto construction, which goes beyond providing general, universal guidance.
2. Launch a DPC investigation into the effect endorsement culture has on elections within UUEAS, and into how accessible the UUEAS leadership election is for candidates, taking into account the viewpoints, opinions and testimonies of both previous candidates, current Officers and a wide sample of the student electorate. Subsequently, the DPC will be mandated to present recommendations for the further improvement of the election procedure to Union Council.
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Responsible Alcohol Consumption

Proposer: India Edwards (Welfare, Community and Diversity Officer)

Seconder: Tom Grimshaw (Cycling Club)

Union Notes

- 1) According to our recent NUS Alcohol Impact Survey, 30% of UEA students drink 2-3 days a week, 23% drink once a week and 23% drink with the intention of getting drunk once a week.
- 2) Students' unions that have taken part in the NUS Alcohol Impact work have reported that in follow-up surveys post Alcohol Impact works students reported a reduction in memory loss, a reduction of putting themselves in risky situations and a reduction in students reporting they had engaged in unprotected sex.
- 3) Those institutions who have participated in the NUS Alcohol Impact work have reported that they see significant decreases in reports of verbal abuse, damage to property and other anti-social behaviour.
- 4) NUS reports that 55% of young people thought that students got drunk most of the time
- 5) NUS reports that 76% of students say they don't have to get drunk to have a good night out¹⁰
- 6) Alcohol consumption has been linked to serious health conditions such as diabetes, heart disease and pancreatitis¹¹
- 7) Alcohol consumption has been linked to mental health conditions such as anxiety, suicidal thoughts and depression.
- 8) uea(su) licensed premises had a profit of over £700,000 in the year ending July 2016.¹²

Union Believes

- 1) We believe that the short and long-term effects of alcohol can affect your body, lifestyle and mental health. Regularly drinking alcohol beyond the recommended guidelines can cause high blood pressure and increase your risk of developing cancer and alcohol-related disease (Drink Aware, 2018). For this reason, we would like to create a policy commitment to provide methods to encourage responsible alcohol consumption.
- 2) Pre-drinking before attending uea(su) events is, for many students, a regular activity over which the Union has limited control to ensure the safety of our members.
- 3) Having a responsible alcohol consumption policy with contribute to new discourses around alcohol consumption and the evolution of a new set of practices around drinking.

¹⁰ NUS Students and Alcohol 2016 http://s3-eu-west-1.amazonaws.com/nusdigital/document/documents/27249/9c439fd3a22644fee56ed771c584303a/NUS_Alcohol_Impact_Students_and_alcohol_2016.pdf

¹¹ Drinkaware Health Effects of Alcohol <https://www.drinkaware.co.uk/alcohol-facts/health-effects-of-alcohol/>

¹² Charity Commission http://apps.charitycommission.gov.uk/Accounts/Ends66/0001162866_AC_20160731_EC.pdf

- 4) Time in higher education is often a formative period and that we have a responsibility to engender members with positive habits surrounding alcohol consumption.

Union Resolves

- 1) To promote a community which recognises and respects different attitudes towards alcohol use through continuing the work of Alcohol Impact.
 - 2) To promote the services within and external to the university for advice and support when dealing with alcohol use.
 - 3) Launch the VIPres initiative to provide a safe space for students to socialise away from the 'pre drinking' culture in halls and housing where alcohol concentration is controlled.
 - 4) Update bar staff training to provide more detail on encouraging responsible drinking.
 - 5) To expand the range of non-alcoholic drinks and soft drinks in both BarSU and ShopSU.
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Tackling invisible disabilities

Proposer: Emily Cutler (Students with Disabilities Officer)

Seconder: Jack Robinson (Campaigns and Democracy Officer)

Union notes:

1. That being disabled is a defined characteristic.
2. Around 10% of UEA's population is classed as disabled, however only 532 students have self-defined on the SU website.
3. While there generally is an issue around self-definition this would mean only 1/4 of those who are eligible have registered.
4. This issue has been ongoing. In 2016 Union Council passed motion 1858 'We are not unicorns' which advocated to campaign to raise awareness of invisible disabilities
 - a. Most of this motion has never been actioned, apart from a brief campaign in Disability History Month 2017/18, which only happened as the students with disabilities officer organised and ran it.
5. Students with disabilities are increasingly affected by increased cuts to DSA and the university's non-action.
6. Multiple motions this year have been brought to council around the university's inaccessibility.
7. As a Union we have previously convinced the university to take action through taking actions ourselves, through campaigns such as Never Ok.
8. Almost all of this work has been previously left to the part time Students with Disabilities Officer.

Union Believes:

1. That as a union we should do everything in our power to make sure every disability is acknowledged and taken into account.
2. One of the largest factors in the isolation of disabled students is ableist language.
3. Another is people's insecurities when around students with disabilities.
4. This campaign is too large for a part time officer to run, especially one with a disability.

Union Resolves:

1. That all society, club and student leader training should include an aspect of ableist language and disability confidence.
2. That all risk assessment for events should include some kind of accessibility checklist of things to consider, for each type of event.
3. That we should include disability confidence training in the training all student facing staff, both career and students, receive when they take up employment with us.
4. That all permanent bar staff should receive mental health first aid training, with the possible expansion to team leaders and student managers.
5. That the union invest in signage that indicates not every disability is visible, such as toilet signs.
6. To mandate the Student Officer Committee to make the not every disability is visible campaign all year round, with proper support, such as the Never OK campaign.

7. To mandate the Welfare Community and Diversity Officer, along with the Activities and Opportunities Officer to coordinate better support and awareness for Umbrella.
 8. To mandate the incoming student officer committee for 2018/19, to ensure they carry out the resolves of motion 1858, and to have this affirmed to all new full-time officers when they take office, specifically the Welfare, Community and Diversity Officer.
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Amendment to the Bye-Laws: Support and representation for disabled students

Proposer: Emily Cutler (Students with Disabilities Officer)

Seconder: Jack Robinson (Campaigns and Democracy Officer)

Union notes:

1. The current Students with Disabilities' Officer role carries significant workload, lack of specific support, and heavy casework and university demands.
2. Occasional successful change requirements of many disabled students on campus has been as a result of union involvement, but not always specifically through representative channels, and not on a frequent basis.
3. Around 10% of UEA students define as disabled, however, as of the 07/03/18, only 572 students have self-defined on UEA(SU)'s website.
4. Disabled students make up a significant proportion of the campus population, but with many within the liberation group do not specifically identify with the term, so the figure is imagined to be higher than official numbers.
5. Two candidates ran in this year's election for students with disabilities officer, however one dropped out. This is a continuous trend: in 2017, one candidate ran; in 2016 two candidates ran; and in 2015 only one candidate ran.
6. Disabled students have faced the brunt of the cuts to government spending, through cuts to DSA, and universal credit, as well as other cuts. They also face discrimination, frequently in the form of misunderstanding disabled students' needs.
7. The union currently has no formal system of reasonable adjustments for its part-time officers.
8. The union currently lacks research and policy support for part-time officers.
9. The broad nature of how 'disability' is defined requires greater representation from within the liberation group.
10. A review of support for peer support groups took place last year but the actions and improvements are not clearly public.

Union believes:

1. The union needs to ensure that students with disabilities are able to partake in union activity.
2. The union has in the past not properly supported its disabled volunteers and student leaders.
3. The resignation of previous Students with Disabilities Officers and those involved with disability peer support is incredibly disappointing, and demonstrates a lack of understanding within the SU.
4. That disabled students, due to nature by which they are oppressed, often find it incredibly difficult to organise and advocate for change.
5. There are systemic issues both within UEA and the SU that cause issues for Disabled Students not offered experienced within other liberation groups.

6. That the Student Leadership review was positive in creating significantly more leadership roles at the SU, but we must develop appropriate processes for disabled students to succeed in leadership.
7. That the levels of awareness around disablism and exclusionary behaviour on campus is unacceptable.
8. That the reliance on singular individuals to represent all strands of a liberation group is occasionally problematic and
9. That when the union considers spending union resource on the creation of new FTO roles, it should explore the circumstances behind the issues, as well as introducing more support, before the new role is created.

Union resolves:

1. To amend the bye-laws of UEASU, to introduce two part-time Students with Disabilities Officers, with the following changes:
 - a. The Students with Disabilities Officer (Physical Disabilities Place) shall:
 - b. 4.17a.1 Be one of two officers, that represents the interests of students with disabilities and be their voice on the issues they face as students with disabilities at university;
 - c. 4.17a.2 Engage with the University and other relevant organisations to achieve improvements for students with disabilities on the issues they face as students with disabilities at university;
 - d. 4.17a.3 Co-ordinate the Union's Students with Disabilities Committee;
 - e. 4.17a.4 Liaise with the members of the relevant clubs, societies or peer support groups; and
 - f. 4.17a.5 Be the Union's delegate to the NUS Disabled Students
 - g. The Students with Disabilities Officer (Invisible Disabilities Place) shall:
 - h. 4.17b.1 Be one of two officers, that represents the interests of students with disabilities and be their voice on the issues they face as students with disabilities at university;
 - i. 4.17b.2 Engage with the University and other relevant organisations to achieve improvements for students with disabilities on the issues they face as students with disabilities at university;
 - j. 4.17b.3 Co-ordinate the Union's Students with Disabilities Committee;
 - k. 4.17b.4 Liaise with the members of the relevant clubs, societies or peer support groups; and
 - l. 4.17b.5 Be the an observer to the NUS Disabled Students Conference.
2. To increase dedicated staff support for DSO meetings to help with managing meeting expectations, diverting meeting requests, being a single point of contact for meeting support.
3. To introduce a proper framework and support system to assist with the issue of officers receiving casework issues that they aren't responsible for, or aren't capable to do so.
4. To develop proper inclusion and diversity strategies for each union department which reflects on statistical performance around membership or participation, with associated reward strategies for student groups.
5. To review the support offered to our peer support groups, and report to council and the student officer committee, on the actions resulting from the review.

6. To introduce a process of a systematic assessment of disabilities and reasonable adjustments (carried out to a professional standard) for all our part-time officers, to be agreed with the individual officers.
 7. To introduce proper a process that allows part-time officers to access research and policy support.
 8. To mandate the Trustee Board to introduce a section of it's monitoring around the support being offered for part-time officers, specifically the Disabled Students Officer, and to review this at each non-emergency meeting.
 9. To ensure that, in the review of institutional level student representation with UEA, we clarify the expectations of all staff at UEA regarding student leaders and their remits and availability, whilst still allowing individual officers to determine their priorities and work load.
 10. That the success of these policies be reviewed in the Autumn term of 2018/19 by the Student Officer Committee, Liberation, Equality and Diversity Subcommittee and Management Committee, and that following the reflections, if sufficient improvements have not started to emerge, as judged by the Student Officer Committee, then the union is therefore mandated to develop the creation of a Full-Time Disabled Students Officer, in consolation with disabled students on campus.
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Financial support for Disabled Students

Proposer: Emily Cutler (Students with Disabilities Officer)

Seconder: Hannah Murgatroyd (Disabilities Liberation Society: Physical Illness Place)

Union Notes

1. That on average disabled people in the East of England, face extra living cost that amount to around £482 per month.¹³
2. Support for disabled students, in the form of both DSA and PIP, have both been cut in recent years.
3. Students' disabilities often may leave them little time to have a part time job on top of studying.
4. Some disabled students are forced into on campus accommodation, due to access requirements, and while SSS and accommodation have agreed to subsidies this to varying degrees, even the largest subsidy would still see those in this accommodation paying around £1000 more a year.
5. The university already offers bursaries to other WP groups such as those from low income families.

Union Believes

1. That money shouldn't be a barrier to education
2. Everyone should have a fair chance to get a good degree.

Union Resolves

1. To mandate the welfare community and diversity officer to lobby the university to introduce bursaries for disabled students
2. For the student Officer Committee to carry out a piece of research to find out how much students with disabilities costs differ to able bodied students.
3. To mandate the Campaigns and Democracy officer to launch a campaign highlighting money saving resources that are underutilised, such as the HC2 certificate which entitles you to free prescription if you have a low income.

¹³ <https://www.scope.org.uk/Scope/media/Documents/Publication%20Directory/The-disability-price-tag-Policy-report.pdf?ext=.pdf>

Voter ID Pilots

Proposer: Jack Robinson (Campaigns and Democracy Officer)

Seconder: Jenna Chapman (Raising and Giving Society)

Summary

Over 40 leading charities and academics, including NUS UK, Operation Black Vote and Stonewall, have called on the government to urgently reconsider the decision to run pilot mandatory voter ID at the local elections in May. They have written to Chloe Smith MP, Minister for the Constitution and MP for Norwich North. This motion commits UEASU to opposing the rollout of voter ID and it mandates the officers to communicate this to the local Norwich MP and other relevant bodies.

Union notes

1. The Government have announced plans to launch voter ID pilots in local elections in May in a move to tackle electoral fraud.
2. Last year there were 28 allegations of impersonation – the type of fraud that voter ID is designed to tackle – out of nearly 45 million votes. That is 1 case for every 1.6 million votes cast.
3. The Cabinet Office, the Electoral Commission and Local Authorities participating in the pilots justify their position by stating that electoral fraud through voter impersonation doubled nationally between 2014 and 2016.
4. Although alleged impersonation rose by 21 to 44, the number of votes cast rose from 29.1 million to 63.8 million.
5. Decades of international studies show that restrictive identification requirements are particularly disadvantageous to certain voter groups who are less likely to possess approved ID for a variety of socio-economic and accessibility reasons.
6. According to the Electoral Commission, 3.5 million electors – 7.5% of the electorate – do not have photo ID. Limiting acceptable ID to passports and photographic driving licences would see potentially 11 million electors, or 24% of the electorate, without acceptable ID.
7. That a coalition of charities and academics have written to Chloe Smith, MP for Norwich North and Minister for the Constitution, asking her to *urgently reconsider the decision to run pilot mandatory voter ID at the local elections in May.*
8. The coalition are concerned that mandatory voter ID would damage turnout and undermine engagement among already disadvantaged and excluded groups – and worry the trials are a *fait accompli* for a national roll-out.
9. The coalition of groups argue voter ID reforms present a significant barrier to democratic engagement and could disadvantage young people, older people, disabled, transgender, BAME communities and the homeless.
10. Darren Hughes, CEO of the Electoral Reform Society has said: 'Electoral fraud is a serious issue, but voting ID is using a sledgehammer to crack a nut.'
11. Students face issues with regard to voting that other people do not, and members of UEASU live within the Norwich North constituency.
12. Since the last election, headlines such "Thousands of students may have voted TWICE for Jeremy Corbyn in General Election" (The Sun), have appeared in the press.
13. The Electoral Commission, which oversees elections had "no evidence of widespread abuse," in regards to students voting twice.

14. Cat Smith, Shadow Minister for Voter Engagement and Youth Affairs, opposes the roll out of Voter ID, and the Labour Party have launched a petition against the changes.

Union believes

1. The voting system is already unrepresentative and exclusionary, and access to voting should be made easier and not harder.
2. Many students do not have accurate official ID with their current address due to changing living arrangements and associated costs
3. These type of actions are straight out of the Republican playbook in the US, take away people's ability to engage in the democratic process and stay in office whether the population like it or not.
4. The desire of political candidates and parties to suppress turnout rather than engage in the democratic process is disappointed and disrespectful to the democratic system.
5. The need of formal identification to vote is exclusionary and affects those who do not have the income or resource to obtain ID.
6. The current voting system of first past the post is not fair or representative, with millions of people put off from voting due to the lack of impact it can have.
7. That only changes across education, civil society and political life will bring about true engagement with voters of all types.

Union resolves

1. To mandate the Campaigns and Democracy Officer to write to Chloe Smith MP, and other relevant people or bodies, urging reconsideration on the voter ID pilots.
 2. To work with NUS in campaigns against the introduction of restrictive voting laws, and movements towards more representative voting systems.
 3. To support campaigns that attempt to encourage voting from groups across society, and campaigns that work to explore and explain the political system.
 4. To campaign for proper political and citizenship education across school curriculums in the UK.
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UEASU must recognise Holocaust Memorial Day and support Jewish students

Proposer: Jack Robinson (Campaigns and Democracy Officer)

Seconder: Daniel Box (LDC YR3 UG)

Union notes:

1. The Holocaust was the unique genocide perpetrated by Nazi Germany, killed 6 million Jews and 5 million other people including disabled and LGBTQ individuals, people of Roma descent and political opponents.
2. Holocaust Memorial Day is a national day of commemoration of those who perished in the Holocaust.
3. UEASU has in recent years not publicly acknowledged Holocaust Memorial Day, either with events or acknowledgements on social media.
4. Jewish student's engagement with the student union structures is considerably low, especially when compared to other unions of similar sizes.
5. Campuses have often been the place in recent years where fascism and the far-right rear its head: in recent months Holocaust denial literature has been distributed at Cambridge and UCL and swastikas have been daubed on halls of residences and university signs. Swastikas were also found at Durham, Goldsmiths and Coventry.
6. At NUS National Conference 2018, there were several accusations of anti-Semitic behaviour, with Jewish students being brought to tears and feeling uncomfortable on conference floor.
7. The Union of Jewish Students is the voice of over 8,500 Jewish students, spanning 60 Jewish Societies (J-Socs) on campuses across the UK and Ireland. UJS is traditional, progressive, cultural and spiritual; members come from the left, centre and right and can be found across religious and political spectrums.
8. There have been recent high profile instances of anti-Semitic behaviour within UK progressive parties, and the Enough is Enough campaign has been specifically launched to tackle anti-Semitism in the Labour Party.

Union believes:

1. We must formally recognise the Holocaust and contribute to the spread of holocaust education.
2. Jewish students deserve a student movement both at UEA and nationally that
3. NUS has an unfortunate history with serious instances of anti-Semitism, and despite claims of change we still see significant issues despite the issues being raised for a considerable time.
4. There is a difference between anti-Semitism and anti-Zionism, but too often discourse and actions with the student movement have conflated to two.
5. An education system where Jewish students feel scared and unwelcome for just being Jewish is not an education that will ever be accessible, free and liberated.

Union resolves:

1. To ensure that the union annually commemorates Holocaust Memorial Day, by working with the Jewish community at UEA and the Union of Jewish Students.

2. To mandate the Student Officer Committee to reach out to the Union of Jewish Students and the UEA Jewish Society committee to develop engagement with and relations with Jewish students on campus, and to run campaigns with UJS.
 3. To include anti-Semitism training as part of the officer and student leaders training for the incoming elected representatives.
 4. To reaffirm our commitment to allowing Jewish students themselves to determine what is and is not anti-Semitic.
 5. To provide our delegates and observers to NUS events with information of how to report instances of any oppressive or prejudicial behaviour at NUS events.
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An Amendment to the Articles of Association: Changes to the Trustee Board composition

Proposer: Mary Leishman (Undergraduate Education Officer)

Seconder: Jack Robinson (Campaigns and Democracy Officer)

Union notes:

1. The Trustee Board is responsible for:
 - a. Ensuring that the UEASU's resources are managed responsibly and only used to support the charity's defined purpose
 - b. Ensuring that exposure to undue risk is avoided
 - c. Ensuring that the UEASU complies with statutory accounting and reporting requirements
 - d. Ensuring that the UEASU complies with both its governing document and the law
 - e. Setting short-term and long-term strategy
 - f. Ensuring good charity governance and that the UEASU is administered effectively
 - g. And, supervising Code of Conduct cases
2. The student representation on the Trustee Board is: 5 Full Time Student Officer Trustees, 2 Part Time Student Officer Trustees, and 4 Student Trustees.
3. There are also 4 External Trustees. Our union Articles of Association currently state: 'Up to four External Trustees shall be appointed by a simple majority vote of the Nominations Committee provided that the appointment of each External Trustee is ratified by a simple majority vote of the Trustee Board. For the avoidance of doubt, such appointment shall not take effect until it has been ratified by the Trustee Board.'
4. Trustees are volunteers.
5. The Good Governance code, that it is best practice for Charities to follow, contains the principle of 'Board effectiveness', in which it states, 'The board works as an effective team, using the appropriate balance of skills, experience, backgrounds and knowledge to make informed decisions.'
6. Specifically relating to board size, the Code recommends: 'The board is big enough that the charity's work can be carried out and changes to the board's composition can be managed without too much disruption.'

Union believes:

1. Students should be in democratic control of their union, and we should always maintain a majority of Student Trustees on the Trustee Board at UEASU. Our Student Trustees hold an important role in ensuring every decision made is in the benefit of students.
2. It is our duty to students that as a union we actively follow charity law and do not put our members or organisation at risk.
3. External trustees offer high levels of experience, skill, qualifications and expertise in a range of key areas, that often our student members do not have, and are essential to ensuring that the Board is able to make informed decisions.

4. The four external trustees share a range of high level, and high workload, responsibilities including: the role of Deputy Chair to the Board, representation (and expertise) on Finance Committee and the Appointments and HR Committee, and the role of the Supervising Trustee. Split between only four trustees on top of general Trustee Duties this means a high time commitment for each of our four volunteer Trustees.
5. There is naturally a high annual turnover of the 11 Student Trustee roles, and External Trustees are essential to continuity of the Trustee Board.
6. Our current number of four external trustees is arguably considered to be of high risk: not always allowing the board to function to its best effectiveness, and causing a high level of disruption when External Trustees are absent, unable to commit time or resign.

Union resolves:

1. To amend: article 42 of the UEASU articles of association, to increase the number of external trustees from 4 to 6.

Amended text to read:

Up to **six** External Trustees shall be appointed by a simple majority vote of the Nominations Committee provided that the appointment of each External Trustee is ratified by a simple majority vote of the Trustee Board. For the avoidance of doubt, such appointment shall not take effect until it has been ratified by the Trustee Board.

Care AND Car Parks

Proposer: Lewis Martin (Mature Students' Officer)

Seconder: Finn Northrop (Non-Portfolio Officer)

Union Notes

1. In January 2020, new parking charges will be put in place at all University car parks
2. For the lowest paid staff, on the lowest available contract, the new charges essentially represent a 6% pay cut.
3. The University has attempted to organise alternative parking – there will be a park and stride service from the hospital, and there will be a free park and ride service operating from outside of the university.
4. The University has refused to carry out an equalities assessment on the impact of these car parking changes.
5. UUEAS has known about this for at least a year, and does not have an official position on it.
6. Students who are eligible will have to pay the same amount as the lowest paid staff
7. This will affect some of the most vulnerable and underrepresented students including parents and carers, disabled students, and those students who require a car for placement.
8. Meanwhile, student maintenance loan will increase by inflation.
9. These groups of students tend to already have stretched finances as they usually have additional costs compared to other students.

Union Believes

1. This is a charge which will disproportionately hit the lowest paid workers on campus, such as the cleaners and catering staff, as well as those students mentioned above .
2. The proposed alternatives are not acceptable. The University will be asking people to walk for upwards of 20 minutes at antisocial hours just to work, and the park and ride service will not be able to get anyone to university before 7.30am.
3. That the refusal to undertake an equalities impact assessment shows disregard for the impact on low-paid workers as well as students with protected characteristics and is unacceptable practise.
4. We have a long history of standing in solidarity with all University workers and should extend this to the issue of parking charges.

5. The lowest paid staff on campus are usually the first line of pastoral care at university, and should be treated by the University and UUEAS as the valuable part of the University that they are.
6. To show solidarity with all workers at UEA, regardless of the perception of the job or the pay grade, and to act faster in future when solidarity is needed.

Union Resolves

1. To lobby the University to offer lowest paid staff a pay rise to match the effect of the real terms pay cut the changes to parking charges will have.
 2. To show solidarity with all workers at UEA, by continuing to work with UNISON and other campus unions on issues such as unreasonable staff costs.
 3. Lobby the university to carry out a full equalities assessment on the parking charges, and to condemn the University's repeated practise of carrying out substantial changes without carrying out an equalities assessment. To consequently encourage the University to assess their own internal processes.
 4. To support the following changes around car-parking charges at UEA:
 - a. That Band A reverts to £1.22 per day and is kept at this level until 2020 – subsequent increases being dependent on real-terms increases in pay;
 - b. That Band B becomes an intermediary band, somewhere between £1.22 and £4.20 – with open discussion as to what the exact value should be.
 5. To mandate Management Committee and SOC to investigate how the extra money from the new charges will be spent.
 6. To lobby the university to invest in improving the lighting of the path from the Park and Stride carpark to main campus.
 7. To lobby the university to invest in improvements to the Park and Strike car park as the car park itself is also in reportedly poor condition.
 8. To mandate Management Committee and SOC to investigate all the possible avenues in which the Union could attempt to prevent or ameliorate these charges.
 9. To mandate Management Committee to work with estates to find a financially viable system for students who need to park on campus.
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Sport for all

Proposer: Camille Koosyial (Activities and Opportunities Officer)

Seconder: Oli Gray (Sports Executive , Activities and Opportunities elect)

Union Notes

1. Sport and physical activity plays a vital role of student experience at UEA.
2. In 2016, YouGov reported that '29% of students experience clinical levels of psychological distress associated with increased risk of anxiety, depression, substance use and personality disorder'
3. Sport and Recreation Alliance, reports that's just moderate intensity exercise is a viable way to treat depression and anxiety and improve general mental wellbeing via improved mood.
4. Similarly 'sport has a role to play in the development of graduate employability skills and attributes such as those connected to leadership, organisation, time management and team working'
5. Sport England research finds that ' BAME students are less likely to be involved in sport, with nearly 28% not doing any sport within a week, in comparison to 21% of White British students'
6. Research also finds that 'Disabled people are twice as likely to be physically inactive (43%) than non-disabled people (21%). Recently, BUCS have also indicated that 'there is still 17% fewer disabled students participating in sport compared to their non-disabled peers.'
7. In 2012 research conducted by NUS' 'Out in Sport' finds that '46% of LGBT+ don't participate in sport and find the culture around sport sometimes unwelcoming. Furthermore, 14% of those who have participated in sports teams have experienced homophobia, biphobia, or transphobia which has put them off participating'
8. Finally, in a report co-ordinated by BUCS and Women in Sport, they have found that '53% of female students, compared to 63% of male students.'¹⁴
9. We also recognise that Healthcare students often are in full time study/placement 9-5pm and find that current sporting and physical activity services are inaccessible. (these figures indicate that this affects 1563 HSC students, who will undertake a placement.)¹⁵
10. At UEASU in our grouping demographics report of Sport Association Membership (SAM) highlights that; 12% of memberships are held by PGT and PGR students.¹⁶ Despite Postgraduates representing approximately 25% of the student population.¹⁷

¹⁴ 'Sports, Sports, Sports! Increasing Participation and Breaking Down Barriers' – Ali Milani, Harry Shotton. NUS Report 2017

¹⁵ 'Student access to sporting facilities' – Camille Koosyial and Madeleine Colledge. Paper and research conduct for Student Sport and Physical Activity Committee. 09/02/2018

¹⁶ Grouping Demographics Report for UEASU SAM memberships, 26/01/2018.

¹⁷ 'Student access to sporting facilities' – Camille Koosyial and Madeleine Colledge. Paper and research conduct for Student Sport and Physical Activity Committee. 09/02/2018

11. In partnership, uea+sport and UEASU are the main providers of sport and physical activity on campus.

Union Believes

1. It is recognised within student's unions nationwide that sporting activity plays a key role in shaping the experience of our members.
2. All students regardless of age, disability, gender reassignment, gender, sex, sexual orientation, race, religion/belief, marriage or civil partnership and pregnancy and maternity should be able to access sports without fear of discrimination.
3. There are currently clear social, economic and study-based barriers that prevent our members from getting involved with sport and physical activity on campus, specifically within our liberation groups and amongst PG, HSC and international students.
4. Of these student groups, the level of participation in sport and physical activity should be proportional to number of students we have in the wider student population. For example, in Union Notes 10: As Postgraduates represent approximately 25% of the student population, our SAM demographics should also show 25% of its memberships to be held by postgraduate students.
5. NUS and BUCS and other student unions nationwide have taken an active role in challenging participation in sport and breaking down the barriers.
6. Uea + Sport and UEA as the main suppliers of sport and physical activity have an obligation to ensure its accessibility for all and ensuring the university are truly championing this area of work.

Union Resolves

1. To mandate the Activities and Opportunities Officer to continue to champion inclusivity, and to work alongside the Sports Executive and The Student Officer Committee (SOC) to help deliver inclusive and accessible sport and physical activity on campus.
2. To mandate the Student's Union to continue to update and conduct specific research in barriers between engagement of sport, for those who are already engaged and for those who are not. For example, end of year reports and surveys on levels of engagements.
3. To continue to work alongside uea+sport and the ueaccess scheme, to continue to breakdown barriers and ensure accessible delivery on sport and physical activity.
4. To lobby uea + sport to include specific strands within their 2018 strategy, and future strategy development which targets engagement with the aforementioned groups.
5. To work with uea + sport and with student representation to feed into the sport strategy ensuring inclusivity is key component. This should include data collection of participation numbers across all services.
6. Ensure adequate time and resource is given in the Student Sport and Physical Activity Committee to look at this.
7. To continue to work with NUS, BUCS, Take A Stand and the BUCS inclusion board to be at the forefront of delivery inclusive and accessible sport for all.
8. To deliver appropriate training and awareness alongside liberation officers, to sports committees and members on developing provisions, and good practice,

advising them on what steps to take to dismantle barriers for access in their sports participation.

9. For the Activities and Opportunities officer to consider and challenge other factors that affect participation for example, facilities, storage and the cost of sport and physical activity on campus.
 10. To develop a forum where students feel comfortable to discuss and develop the content and delivery of sport and physical activity.
 11. To become more of a visible point of contact for students to report and disclose discrimination and harassment with sport and physical activity.
 12. To uphold a zero tolerance against initiations within student group activities.
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2249 An Amendment to the Articles of Association: Changes to the Trustee Board composition

Proposer: Mary Leishman (Undergraduate Education Officer)

Seconder: Jack Robinson (Campaigns and Democracy Officer)

This motion is being brought to council for amendment, before being sent off to Company's House. It has already been approved by council regarding increasing the number of External Trustees from 4 to 6, but this is a further amendment to article 79.1 to increase the minimum number of external Trustees attending any Trustee board from one to two. This will mean that the responsibility of inputting into any large decisions will never just lie with one external trustee and that we can ensure a greater input of external advice and guidance on every decision.

Union notes:

1. The Trustee Board is responsible for:
 - a. Ensuring that the UEASU's resources are managed responsibly and only used to support the charity's defined purpose
 - b. Ensuring that exposure to undue risk is avoided
 - c. Ensuring that the UEASU complies with statutory accounting and reporting requirements
 - d. Ensuring that the UEASU complies with both its governing document and the law
 - e. Setting short-term and long-term strategy
 - f. Ensuring good charity governance and that the UEASU is administered effectively
 - g. And, supervising Code of Conduct cases
2. The student representation on the Trustee Board is: 5 Full Time Student Officer Trustees, 2 Part Time Student Officer Trustees, and 4 Student Trustees.
3. There are also 4 External Trustees. Our union Articles of Association currently state: 'Up to four External Trustees shall be appointed by a simple majority vote of the Nominations Committee provided that the appointment of each External Trustee is ratified by a simple majority vote of the Trustee Board. For the avoidance of doubt, such appointment shall not take effect until it has been ratified by the Trustee Board.'
4. Trustees are volunteers.
5. The Good Governance code, that it is best practice for Charities to follow, contains the principle of 'Board effectiveness', in which it states, 'The board works as an effective team, using the appropriate balance of skills, experience, backgrounds and knowledge to make informed decisions.'
6. Specifically relating to board size, the Code recommends: 'The board is big enough that the charity's work can be carried out and changes to the board's composition can be managed without too much disruption.'

Union believes:

1. Students should be in democratic control of their union, and we should always maintain a majority of Student Trustees on the Trustee Board at UEASU. Our Student Trustees hold an important role in ensuring every decision made is in the benefit of students.

2. It is our duty to students that as a union we actively follow charity law and do not put our members or organisation at risk.
3. External trustees offer high levels of experience, skill, qualifications and expertise in a range of key areas, that often our student members do not have, and are essential to ensuring that the Board is able to make informed decisions.
4. The four external trustees share a range of high level, and high workload, responsibilities including: the role of Deputy Chair to the Board, representation (and expertise) on Finance Committee and the Appointments and HR Committee, and the role of the Supervising Trustee. Split between only four trustees on top of general Trustee Duties this means a high time commitment for each of our four volunteer Trustees.
5. There is naturally a high annual turnover of the 11 Student Trustee roles, and External Trustees are essential to continuity of the Trustee Board.
6. Our current number of four external trustees is arguably considered to be of high risk: not always allowing the board to function to its best effectiveness, and causing a high level of disruption when External Trustees are absent, unable to commit time or resign.

Union resolves:

1. To amend: article 42 of the UEASU articles of association, to increase the number of external trustees from 4 to 6.
Amended text to read:
Up to **six** External Trustees shall be appointed by a simple majority vote of the Nominations Committee provided that the appointment of each External Trustee is ratified by a simple majority vote of the Trustee Board. For the avoidance of doubt, such appointment shall not take effect until it has been ratified by the Trustee Board.
2. **To amend: article 79.1 of the UEASU articles of association, to increase the quorum at Trustee meetings from one to two External Trustees.**
Amended text to read:
The quorum for Trustees' meetings until and including the Effective Date shall be two. Thereafter, the quorum for Trustees' meetings shall be half of the post-holders on the Board of Trustees and such quorum must include a minimum of two External Trustees and four Trustees who are Ordinary Members of the Union.

2264 Meaningfully Tackling the BAME Attainment Gap at UEA

Proposer: Thai Braddick (UEA Momentum Society)

Seconder: 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 19th 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." ¹⁸
4. That other universities, such as Kingston University, have already published strategies to tackle the BAME attainment gap and other inequalities within their university. ¹⁹
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. ²⁰
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%). ²¹
7. That same-race representation in academic and teaching staff has a positive effect on the student's academic achievement. ²²

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

¹⁸ Panesar, Lucy, 'Academic support and the BAME attainment gap: Using data to challenge assumptions',

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

¹⁹ <http://www.kingston.ac.uk/aboutkingstonuniversity/equality-diversity-and-inclusion/strategy-and-annual-reports/>

²⁰ <https://portal.uea.ac.uk/equality/policies-schemes-and-action-plans/equality-information-and-ref2014>

²¹ <https://portal.uea.ac.uk/equality/policies-schemes-and-action-plans/equality-information-and-ref2014>

²² 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

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.
 - 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.

2265 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.

2266 It's More than Just a Space: Use of the Graduate Centre

Proposer: Madeleine Colledge (Postgraduate Education Officer)

Seconder: 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.²³
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.²⁴
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.²⁵
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.

²³

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

²⁴

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

²⁵ <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.

2268 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.

2269 Increasing our efficiency when supporting students lecturers and university staff

Proposer: Finn Northrop (Non-Portfolio Officer)

Seconder: Madeleine Colledge (Postgraduate Education Officer)

Union 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

Union 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

Union 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

2270 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'.²⁶
- 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.

²⁶ <https://www.youtube.com/watch?v=a3YpjUCEQE0>

2271 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.

Introduction1 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. Purpose2

- 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 period³

- 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.⁴
- 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 welcomed⁵
- 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 process⁹

- 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 responsibilities¹⁰

- 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 Representative¹¹

- 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 Representative¹²

- 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

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* UEA|SU (2017/18) "Student Representation code of Practice" (P.7). Available at: https://ueanorwich.sharepoint.com/:w:/r/sites/ueeas_campaignsandpolicy/Shared%20Documents/Education%20and%20Engagement%202017-18/Course%20Reps%2017-18/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

* 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."

2272: **Library Book Loans**

Proposer: Roo Pitt (School Convenor IIH)

Seconder: Luke Aldridge (School Convenor PPL)

Council Notes

1. That the UEA Library has recently announced (11 September 2017) that students can now renew borrowed books an unlimited number of times unless it has been recalled/requested.
2. That undergraduate students can currently borrow a maximum of 10 books at any given time (unless in final year of study where this rises to 15 books).
3. That postgraduate masters/diploma/certificate students can currently borrow a maximum of 15 books at any given time.
4. That staff/PhD/M Phil students can currently borrow a maximum of 20 books at any given time.
5. That all students and staff have access to the extensive database of "e-books", journals and other online resources offered by the UEA Library.
6. That mature students and students with disabilities have approached school conveners on the Education Sub-Committee to highlight the challenges they've faced in not being able to borrow enough books to meet even the mandatory reading lists.

Council Believes

1. That mandatory reading lists often exceed the 10 book maximum loan limit imposed by the university.
2. That some student groups such as: Mature students, students with disabilities, distance learners, students living off campus, or students facing financial difficulty, may have difficulty accessing the library and/or online resources.
3. That these student groups may also prefer or require physical copies of resources over online resources in order to be able to study adequately for assignments.
4. That the cost of printing online resources and restrictions of licenses means many students may be unable to print the required amount of resources to aid their learning.

Council Resolves

1. To mandate the Undergraduate Education Officer and Postgraduate Education Officer to negotiate with the UEA Library to set up a process whereby students with extenuating circumstances:
 - A. Can have the limit to the number of physical resources raised in line with their needs,
 - B. Be given access to *free* printing for those resources not currently available in physical form in the library (particularly for those that have not qualified for printing cost reimbursement from the Disabled Students Allowance),
2. To mandate the Undergraduate Education Officer and Postgraduate Education Officer to work with the UEA Library to review the limits imposed on students to see if they need increasing to meet the needs of all students and not those facing the above difficulties.

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3. To mandate the Undergraduate Education Officer and Postgraduate Education Officer to review the progress of these negotiations and update Education Sub-Committee at each opportunity.