



University of East Anglia Students' Union

UEA50 October 2026

09/10/2026 - 16:00-18:00

LCR

Minutes

Useful Information

Code of Conduct

All students are members of the union, and so should behave appropriately in line with our Code of Conduct.

[Code of Conduct Complaints](#)

Articles of Association and Byelaws

The Union's governing document, the Articles of Association, and its rule book, the Byelaws, can be found online.

[Constitution](#)

Quorum

Business shall not be conducted by the UEA50 unless 50%+1 of voting members are present. In the case of the UEA50, this is 26 voting members.

Agenda

Author:	Alex Viney
Status:	Complete
In attendance:	Beth Plant (Facilitator) - BP Magda De Soissons-Page (Staff support) Imogen Goulden (Staff support) Alex Viney (Staff support) Jaz Brook (proposer) - JB Gray Prothero-Gibbs (proposer) - GPG 37 members of the UEA50, quoracy is reached.

001	Welcome from the Chair of UEA50 Explanation of the UEA50 system and these meetings place within it. BP gives an introduction to the UEA50 system and thanks members for attending, making it clear she is here to facilitate. Indicates where the toilets and drinking water is, and where the fire exits are in case of an emergency. BP asks if there any questions. There are not.	16:00
002	Practice Proposal - Painting the LCR Blue	16:11

	After an introduction to this practice proposal and its purpose, members discuss the fictional proposal at their tables, and whether painting the LCR blue will really "make people happier". Students raise that straight blue is an uncreative choice going against the uea(su) branding, and other colours should maybe be considered, and it isn't as interesting as a mural. On the other side, they say that blue is statistically people's favourite colour (but perhaps a poll should be done to see if this is UEA's favourite colour), and one colour is much more cost effective than several. Issues such as cost are raised; blue is also notoriously gendered; bright blue may present a sensory issue on a sunny day. Purple is suggested as an alternative. When asked, students feel ready to vote. The proposal is unanimously rejected.	
003	Proposal 1 - Should UEA Students' Union Continue to Members of the National Union of Students? (Vote) After time is allotted for students to read the proposal, BP hands over to the proposer, JB, who explains what the NUS is and their proposal that we disaffiliate from the National Union of Students. Questions raised by the UEA50 are: - If there are other bodies that fill that niche? WONKHE (which UEA is a member of) is mentioned by JB, and the ways their work overlaps with that of NUS. - If the universities that have left the NUS have been contacted to see how that affected them? JB states that they have contacted the SU's that have, but many NUS disaffiliating university have not actually left yet, as they will still receive membership for this year. - What the yearly budget for the uea(su) is, to ascertain how much this £24,000 represents? The uea(su)'s budget is explained. - Why would we not wait until we have had more time to observe how the other SUs fair once disaffiliate? JB mentions we can re-affiliate at any time, and that if we were to disaffiliate now, we would still have it for the next year. - Why have we just now decided to leave? JB states this came to UEA50 last year, but the students at that UEA50 did not fully understand enough what NUS was enough to make an informed decision. JB states the lack of benefits of NUS membership have been noticed for years. JB states she hopes the current UEA50 feels well informed to make this decision. JB states they were NUS representative last year, and did not feel a benefit from membership. - Has NUS been told we do not feel we are getting enough value for money? JB: Over 25 SUs have threatened to disaffiliate and done so, and NUS has not proceeded to change their policies and structure. Amount of money is a set fee. - Would uea(su) be able to take on the responsibilities the NUS currently shoulders? JB highlights the examples in their proposal – connections with Norfolk County Council and Norwich City Council, conversations and meetings set up with police and local organisations. On a national level, full time officers have spoken to FTO around the country, and started national petitions for student issues. JB admits that NUS connections can be valuable, but this year uea(su) has already had their own meetings with several of these on their own and is forging their own working relationships.	16:20

	- Have there been any SUs in previous years that have experienced concrete benefits from disaffiliating? JB states that there have not been as big public campaigns for disaffiliating as there was this year, so information has been less visible. JB highlights other networks, i.e. Southern SU Networks, which have more valuable connections. Students have another period for discussion. Students <i>for</i> the proposal say: - this situation should not be viewed financially, and that NUS is seen as valuable for its connections but does not provide value for specific students. They raise that the SU may find taking the risk of leaving necessary to prosper. - Some students think we should make the decision to leave now, as we have a year to figure out a concrete plan, and if in a year we have made progress we can properly leave, and if not, we can simply rejoin. Students <i>against</i> the proposal say: - the arguments presented in the proposal, that we already make those connections, do not specifically indicate why we should disadvantage the SU by limiting those extra connections. The members highlight that being part of larger groups and communities help in the long run are beneficial, and that independence is not always better. (a response is made that the uea(su) can always rejoin NUS). - Students question why a solid idea of what would be done without NUS has not been developed prior and should be concrete before leaving is finalised. They point out that only one person's salary could be paid with that money. They question why something that exists to benefit students should be cut. - Students raise uncertainty about the optimism of the proposal, that uea(su) will be able to do fine things on their own. They draw attention to the fact that NUS provides third party monitoring and accountability. THE VOTE: With a 26-student majority, the proposal is approved. A REVOTE is called following clarification so that all members understand what they are voting for. With a 27-student majority, the proposal is approved.	
	BREAK (5 minutes) At the end of the break, all students are still present.	17:02
004	Proposal 2 - What would you like your adviser to know? (Discussion/Consultation) GPG introduces the discussion topic, and UEA50 members discuss the proposal in their tables.	17:10

	GPG explains that the uea(su) is in conversation with the UEA about reforming the adviser system so it is more functional, and presenting a document of clear expectations and student desires for advisers, ahead of a review of the adviser system. Students contribute: - Would it be possible to do pre-set meetings with advisers, as opposed to booking them, which is often not a priority for students? GPG states that the uea(su) cannot control how schools book meetings with advisers and students and encourages this to be raised with the schools themselves. - Advisers are inconsistent. Some courses meet with their adviser three times a year, others have never met their adviser. Some advisers give limited availability. Staff changes mean advisers are always shifting, which affects rapport building. Consistency will be appreciated. - The adviser system is poorly communicated. Students go through university unclear on what an adviser is/does, and how to book an appointment. - Advisers have a poor understanding of the end of year request process, to the detriment of students. GPG reminds students that the uea(su) advice team can support students as they make end of year requests. - Advisers and dissertation advisers often conflict in what they say. Students would prefer communication between these parties. - Advisers can be unaccommodating, which makes students apprehensive to book these meetings, feeling they are wasting their advisers time. Advisers should make it clear that they are there to support students, and check in from time to time. - Knowledge of university processes should be standardised with advisers, it has been found that they are not knowledgeable about important topics, like the repeat of year. Knowledge should be stronger regards to university wide processes, as opposed to just schools. - It is important for advisers to be aware of student opportunities, both internal and external, academic and otherwise (such as year abroad, integrated masters, etc). - Advisers should send a check-in message to their advisees, and make it clear what they are there for. This may be helpful for international students who may be familiar with adviser systems that operate differently, or unfamiliar with them entirely. - Some students are not even aware who their advisers are, let alone having met them. - Students would like more appointments, these to be easier to book, and for appointments to be compulsory, and this should be on the adviser to pursue. - Perceived 'lack of compassion' from advisers. - Advisers with international students do not seem aware of visa requirements and are stumped when students raise issues. This can be sad and isolating for students. - Advisers have little awareness of the difficulties that disabled students face, and what affect this can have on a student's ability to study / work.	
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	- Primary supervisor and adviser should be different for PGR students, as this can present issues if it is the same person for both roles (and, for example, this person is unresponsive).	
005	Proposal 3 - What would you like UEA staff to know about supporting LGBTQIA+ students? (Discussion/Consultation) GPG introduces the proposal, and UEA50 members discuss the proposal in their tables. Students contribute: - What would the training involve? Would it be purely online training? It is important and you don't want staff to just be able to click through. GPG states the training is in-person 90 minute training, including a powerpoint and then scenario based workshops. - More real life and anecdotal training for staff, to ground the training in reality. - Non-LGBTQIA+ students are not aware of what they need to know – what don't people think about when it comes to these issues? - Committee training taken online had a good video about diversity, inclusion, pronouns, etc. And that was valuable and could be done for staff. - Important to have a basic understanding and rights. - Ensure staff use preferred pronouns and name, and that they have broader understanding of more than just surface level identities and categories. - Understanding of intersectionality is important. Some religious and/or international students may struggle more with expressing sexuality and need more support and not want to be forced out of their shells in all situations. - Staff aware that it is not the same for everyone, they should be supportive even when negative situations occur as a result of sexual or gender identity. - Difficult to be the first person to say pronouns in the group as the only non-cisgender person. Would be beneficial if those in control made that first step. - Assumptions of pronouns are not often correct. Due to time constraints, the discussion is ended, but students are directed to email GPG with any further thoughts.	17:35
	FEEDBACK – time given for filling out of feedback forms Information about getting involved in further uea(su) democratic opportunities provided. Students informed of when they will be paid, and where to go if they do not receive payment.	17:50
	Thank you and dismissal of meeting. Feedback forms are collected and a group photo is taken of willing members of UEA50.	17:58

