

agenda

Meeting:	Trustee Board
Date:	Tuesday 20th March 2018
Time:	4.00pm- 7.30pm
Location:	Union House Bookable Room 1

**Starred items are for noting and will not usually be open for discussion unless a prior request is placed with the chair. Some papers are marked confidential- they will be marked as such.*

Administration

TB822 Membership and Development (AM: 5 mins)

4.00pm To **receive** any recommendations or updates on membership from the Nominations and HR Committee

TB823 Declarations of Interest (AM)*

To include: any new items of interest in the register and to view existing register.

TB824 Minutes (AM)*

To **receive** and **approve** minutes of the meeting held on 19th December 2017.

TB825 Action Log and Matters Arising (AM: 5 mins)

4.05pm To **receive** the Chairs Actions report, Action Log and to **note** any matters arising from the minutes not otherwise covered by the agenda.

Performance

TB826 Chief of Staff's Report (JD: 10 mins)

4.10pm To **receive** the report for the last quarter from the Chief of Staff.

TB827 Key Performance Indicators and Strategic Operating Plan (JD: 10 mins)

4.20pm To **receive** an update on the "top level" performance indicators and strategic actions for 2017-18.

TB828 Impact and Benchmarking (JD: 10 mins)

4.30pm To discuss papers A and B on Impact and Benchmarking from the CoS.

Commercial and Trading

TB829 Development and Oversight Boards (TCu)*

To **receive** any minutes from the Development and Oversight Boards for Retail/Catering and Licensed trade/Live and a verbal update from the chair.

TB830 Social Enterprise Report (TCu: 10 mins) Redacted due to commercial sensitivity

4.40pm To **receive** the Social Enterprises report for Q2 from the Deputy CoS.

TB831 Projects Update (TCu/MK: 5 mins)

4.45pm To **receive** a verbal update on negotiations surrounding the Waterfront and its lease, an update on Commercial Supply, an update on Venues Partnership and an update on student employment agency.

Finance & Legal

TB832 Finance Committee (TC)*

To **note** minutes of Finance Committee and receive a verbal update from the Chair.

TB833 Management Accounts (TCa/TCu: 10 mins) redacted due to commercial sensitivity

4.55pm To **discuss** Q2 management accounts; and a verbal report from the Chair of Finance Committee.

TB834 Finance Improvement Plan (TCa/TC)*

To **approve** the plan in the finance function arising from the 16-17 Audit. To include plans on further policies and rolling internal audit across the organisation.

TB835 Road to the Estimates (JD/TC: 10 mins Redacted due to commercial sensitivity)

5.05pm To **discuss** the run up to the production of the headline political budget and detailed budget in the next few months.

Strategy

TB836 Strategy Revision 18/19 (Steering): Env Analysis and Lessons from Scandi (JD: 60 mins)

5.15pm To **receive** a presentation from the CoS on development of the SU Strategy and on the Study Visit to Scandinavia, and consider implications for the SU Strategy revision over the summer

TB837 HR and Nominations Sub Committee Minutes (TCu)*

To **receive** minutes from the HR and Nominations Sub Committee and a verbal update from the chair. Also to **receive** the HR projects update discussed at HR Sub.

TB838 Enabling Strategy (Approval): Social Enterprises (TCu)*

This is deferred to June pending a full review and the return of the Assistant Director (Social Enterprise)

TB839 Enabling Strategy (Approval): Marketing, Communications and Relationships (LC)*

To **receive** the annual stakeholder perception survey and **approve** the SU's MarComms plan.

TB840 Enabling Strategy (Approval): ICT and Web (JD)*

To **receive** and approve the SU's digital efforts and IT capacity plan.

6.10pm 15 min Break

Risk

TB841 Risk Register (TCu: 10 mins)

6.25pm To **receive** the Union's ongoing risk register and **discuss** the Union's risk envelope.

TB842 GDPR Update (TCu)*

To **receive** an update on progress in pursuit of new general Data Protection Regulations (requested at last Board)

Closed

TB843 CoS Line Management / Senior Postholder Pay (IE: 45 mins)

6.35pm To **receive** a report from the Chair of the Board on Line Management of the Chief of Staff inc proposal on CoS pay from HR Sub Committee

Sundries

TB844 Key Actions of Union Council*

TB845 Any Other Business*

TB846 Time, Date and Place of the next meeting*

TB847 Ongoing Cycle of Business*

TB848 Meeting Self Evaluation (IE: 5 mins)

7.10pm A brief opportunity to evaluate the meeting

External Trustee Appointment

Subject:	CoS Remuneration
Produced by:	Mary Leishman (Chair of AHRC)
To:	Trustee Board
Date:	5 March 18
Paper:	AHRC 3.18. 8
Purpose:	To inform decision making
Status:	Confidential

Overview

AHRC were asked to recruit and select a Trustee to replace Laura Hagen, when she stepped down from her role in autumn 2017. Laura left a specific gap of HR skills essential to the board. As a result the Trustee role description advertised was quite detailed in the skills necessary and the responsibilities expected of the role. The Committee have been through two rounds of recruitment, including national advertising in partnership with other SU's and headhunting on LinkedIn undertaken by the HR team, however have not had large numbers of applicants.

Of the two applicants with HR experience, one dropped out before interview due to distance of travel. But the interview of the second applicant (although delayed) has now taken place, and the Interview Panel and AHRC feel the candidate has the skills, experience and ability to commit time required for the role.

Recommendations

AHRC would like to recommend Kemi Watchorn to the Trustee Board as a suitable HR External Trustee, with immediate effect so she may join for the rest of the March Board meeting.

Details of the Interview

After difficulty finding more candidates for the role, AHRC were keen to interview, despite not being able to compare against others candidates. For the interview clear criteria was outlined, and it was agreed in the prior AHRC that if the candidate did not meet the required skills and experience then the Committee would return to the recruitment stage.

Interview Date: 23rd of February 2018

Candidate Name: Kemi Watchon

Interview Panel Members:

Mary Leishman – Undergraduate Education Officer and Chair of AHRC

Ian Gibson – External Trustee

Thai Braddick – Union Councillor and Student Member of AHRC

Stefano Asciana – Student Trustee

Format of Interview Scoring:

Alongside notes taken, each member of the panel was asked to score the candidate 0- 5 on a range of criteria (where 0 represented no knowledge/experience and 5 represented exceptionally high level of knowledge/experience). Below are the average of the scores (from the four panel members) given to each of the scorecard criteria.

Interview Criteria Average Scores (out of 5):

Experience as a Trustee or Similar Role: **4**

Experience and knowledge in a wide range of HR relevant to position*: **4.75**

Knowledge of Student Unions and Higher Education: **3**

Experience mentoring young people: **4.5**

Ability to commit time to the role and attend meetings: **4.5**

Knowledge of Performance Management and Appraisal of CEO (CoS)*: **4.5**

Knowledge of Code of Conduct and Ability to carry out Investigations* : **4.5**

(* = Essential criteria set by the Trustee Board)

Interview Summary:

Overall the candidate scored highly in all categories, except in the category of "Knowledge of Student Unions and Higher Education", where the candidate may need more training and support. It should also be noted that the candidate scored 4.5 or above in all of the essential criteria set by the Trustee Board. At the end of the interview, each member of the panel confirmed that they were happy to recommend the candidate to the Trustee Board.

Brief Description of Candidate's Skills and Experience

Kemi previously volunteered for multiple years as a Trustee for the charity Mind. She is a qualified HR Consultant with a wide background of experience in both the charity and private sector. Her knowledge of HE and SUs was not the most extensive, but she had previously worked in HE. She scored highly in 'mentoring young people' and also has professional experience of mentoring executive teams (potentially a helpful combination for mentoring Student Officers). She lives in Norfolk, working part time as a HR consultant and part time as a seamstress, and demonstrated the ability to attend meetings but also keenness to commit time to the role. She has previously worked with CEOs in her professional HR capacity, and finally has not only experience of carrying out Code of Conduct investigations, but has previously delivered training on how to carry out investigations.

APPENDIX

UEASU External Trustee (Human Resources): job description and person specification

Role requirements:

- Attend board meetings either in person or via Skype, contributing to discussions and decisions
- Attend HR subcommittee meetings either in person or Skype, offering an informed view to HR staff in response to papers presented on staff feedback, equality and diversity, staff wellbeing and other topics as necessary
- Your experience will guide the board and the sub-committee to help ensure that the HR plan matches the unions wider strategic plan
- To assure the board that the Union operates within employment legislative requirement and highlight any identified strategic HR risks
- If required, act as Investigating Manager for any Code of Conduct cases that may arise (e.g. staff complaints, potential disciplinary cases for clubs and societies).
- Generate nominations for appointment to the Trustee Board for External Trustees, Non-Executive Directors of the Union's subsidiary companies, the Chief Executive and any other post where an appointment is required as the Trustees see fit
- Annually review the performance management structure for the Chief Executive, providing support on this process for the Chair of the Board as required

Person Specification

Upon successful appointment, the new role holder will be given a comprehensive overview of the UEA Student's Union and how it operates in relation to the board, so prior experience of the education sector is not required.

Prior HR experience and knowledge at a strategic level is essential.

Minutes

Subject:	Minutes of the UEASU Trustee Board 19 December 2017
Produced by:	Tony Moore
To:	Board
Action:	To approve
Paper:	TB824
Status:	Confidential
Purpose:	Record of Decision Making

Present: M Colledge (Full Time Officer Trustee) (MC), J Robinson (JR) (Full Time Officer Trustee), C Koosyal (CK) (Full Time Officer Trustee), M Leishman (ML) (Full Time Officer Trustee), C Tutty (CT) (External Trustee) *via Skype*, C Ball (CB) (Part-time Officer Trustee), R Chhay (Student Trustee), E Scott (Student Trustee), S Ascania (Student Trustee), B Gibbins (External Trustee), R Flaherty (PG Student Trustee), I Gibson (External Trustee), and M Kabore (Part-time Officer Trustee) *via skype*

Chair: I Edwards (IE) (Full Time Officer Trustee)

In attendance: J Dickinson (JD) (Chief of Staff), A Moore (AM) (Secretary to the Board), T Cave (Head of Finance) (TCa), Lou Chiu (LC) (Assistant Director for Advocacy), T Cunningham (TCu) (Deputy Chief Executive) and J Joyce (Lead Auditor)

Key Decisions/deliberations:

- *Received Audit Findings Report*
- *Noted receipt of Annual Report and Accounts; agreed final version to be signed off by Finance Committee*
- *Agreed to recruit a new Student Trustee to replace B Simon Martin ahead of the appointments for 17 to 18*
- *Considered report on Club Nights and diversification of the music programme*
- *Considered Annual Risk Review and student input into strategic planning*
- *Approved Finance Improvement Plan*
- *Approved enabling strategy: People*

Action Points

- *Wording to be changed in Note 23, sign-off on Accounts and Report to made by Finance Committee Tim*
- *ET Skills Audit to be resent India/Tony*
- *Collaboration with other SU Trustee Board on auditing each other's' work: updates to be made Jim*
- *Regular updates on pension liabilities to be brought to Board Jim/Tim*
- *Proposals on SMT capacity to be brought to March Board*
- *Points from strategic thinking session to be collated by Chair India*
- *GDPR compliance to be a standing agenda item for future Board meetings Jim/Toby*
- *Comparative performance with other students' unions as to wellbeing and sickness to be tracked Toby*
- *Update on Exchequer software programme to be made to March Board Tim/Jim*
- *Update on Employment Agency to be made to March Board Toby*
- *Long-term possible alternative uses for the Waterfront to be investigated Toby*
- *Exercise on strategy for Union activities to be circulated to Board Lou*
- *Invite to take part in ITC and Web steering discussion to be circulated Jim*
- *Categories of Risk to be brought to March Board for decisions to be made to feed into strategic planning Toby*

795 Annual Accounts 16-17

Audit Findings Report

J Joyce presented the Audit Findings Report compiled by Crowe Clark Whitehill.

JJ advised Trustees that the audit was a requirement of charity law.

JJ noted that this was the third year that CCW had been acting as auditors to the Union. JJ advised that an audit involved looking at not only figures but systems and procedures as well and that a key task was to highlight any errors that might lead to significant loss.

JJ noted there had been massive improvements in the Union's financial reporting over the period of CCW's time as auditors.

JJ thanked Tim Cave and the Finance Team for their work and good humour when facilitating the auditors' work.

JJ advised that, although the Report highlighted some areas to be looked at, the Board should have no major concerns as to the overall soundness of the Union's financial reporting.

JJ noted the high priority given in the Report to verification of completeness of income with regard to venue hire as the audit team had failed to find this for some samples. JJ advised that this did represent risk and management would be looking at this area.

JJ noted the audit had found anomalies as to year end liabilities and the Report recommended that these should be reconciled on a quarterly basis.

JJ noted the inclusion in the Report of a review of the Internal Financial Controls for Charities Checklist issued by the Charities Commission and JJ advised Trustees that they should make their own review of the Checklist on a regular basis. JJ advised that the review had highlighted possible risk in regard to: security of unopened mail; authority over payments; PIN number security, and the number of credit cards.

JJ highlighted issues around:

- Accounting for packaging items in the bakery
- Supporting documentation for NUS Extra cards
- VAT exemptions for fundraising events

JJ noted that suspense codes were still being used and that this represented a control weakness.

JJ advised that there had been an unnecessary provisioning for aged creditors and this had led to balances being provided for that should have been written off.

JJ stressed the importance of a monthly or a year end sign off of journal files as this represented a significant area of risk if good controls were not in place.

TCa advised that currently Finance relied on other controls around review and payments but that control of journal files would be addressed as a specific project to be taken forward.

JJ noted the findings as to Z Reports and Till Sales Variance.

On the recommendation for the introduction of a Financial Procedures Manual, JJ stressed the importance of having this in place and noted that work had been done on this and would be ongoing.

JJ noted that sampling of supplier statement reconciliations had revealed errors and that management would continue to focus on this area, in particular, the review and reconciling of the statements from the top ten suppliers.

JJ noted some issues over stock booking in the Shop and that this would be an area for review and development.

JJ concluded the analysis of finance issues that Trustees should be aware of, by noting the difference between the net results per day one of the audit which were £327K and those in the financial statement in the account which were £438K.

JJ noted that the Report should provide, notwithstanding the issues identified, assurance to the Board.

On non –financial issues, JJ drew attention to the following:

- The Charity Governance Code which had been published in July 2017 and had since been made relevant to students' unions; JJ noted the Code was not yet mandatory but could well be made so in future and it would be advisable for the Union to be ready for this eventuality
- The replacement of the Data Protection Act by the General Data Protection Regulation (GDPR) scheduled for 25 May 2018 and the importance of the Union being GDPR compliant; JJ recommended that the Union undertake a compliance audit and clearly delineate areas of responsibility between the Union and the University.

TCa advised that the Finance Committee would be looking in detail at the financial issues raised in the Audit Findings Report and the practicalities of implementation of its recommendations.

JD provided the Board with the following updates to management's response to the Report's recommendations:

- On journal capacity, there had been setbacks due to problems with the IT software programme, Exchequer, and these had caused significant issues for the Finance Department; management had set a deadline for resolution of the problems of the end of January; if the issue was not resolved by then, it was anticipated that the Union would switch to another programme; further updates would be made to the March Board with interim updates to Finance Committee
- On stock booking in the Shop, the changeover to Spar would bring greater support on management of stock and staff training
- On handling of cash, there had been some delays but management anticipated improvements would be effected in the new year
- On the Charity Governance Code, staff were working on a trial audit and this would meet any enquiries that the Charity Commission might make of the Union as to governance requirements whilst ensuring the Union kept up with best practice

- On the GDPR and data sharing with the University, the University, with its recent and historic issues over data breaches, was acutely aware of the issues involved and was, for this reason, ahead of many other institutions but that in managing the data sharing relationship there had been some delays over questions of ownership of CCTV footage which were due to be resolved at a meeting in January

Draft Annual Report and year end accounts

TCa advised that the Finance Committee had looked at the draft accounts; there were some minor changes to be made and these would be vetted and signed off by the Committee.

TCa noted the £14K variance between the totals in the statutory accounts and those in the management accounts and advised that this figure was not of great significance.

TCa advised that the net deficit had been, and would be in the future, driven by the historic pension liabilities as, because the period of prepayment had ended, £12K per month would need to be paid out.

TCa noted that the cash situation was relatively healthy.

T Ca reminded the Board of the Reserves Policy where the rule of thumb was to keep reserves adequate to cover staff salaries for a three month period; TCa advised that in the previous year, by this measure, the Union had been £50K below target but the gap had been pared down to £23K.

JR wondered when the gap in the reserves would be closed.

TCa advised that this was projected for 2017-18.

CT asked, as to Note 23 to the Accounts on Capital Commitments, whether the £145K unspent on Union House should be defined as a commitment.

TCa advised that the figure did not refer to a specific plan so there was, as yet, no actual commitment. TCa advised that, on reflection, the wording to this section would be revised. **AP**

The Board noted receipt of the Audit Findings Report.

*The Board noted receipt of the draft Annual Report and Accounts for 2016-17. The Board asked for a change to the wording of Note 23; with the change, the Report and Accounts to be signed off by Finance Committee. **AP***

Administration

TB796 Membership and Development

ML, as Chair of the Appointments and HR Committee, reported on External Trustee recruitment to replace L Hagen.

ML noted that the advertisements in the national press had attracted two candidates one of whom had subsequently withdrawn due to issues around travelling to Norwich. ML noted that another, local candidate had applied and interviews would be held on 9 January.

ML noted there had been no responses to the External Trustee Skills Audit; ML noted they would be resending the audit and asked ETs to complete these so that skills gaps might be identified and fed into the recruitment process. **AP**
ML noted that ETs were very welcome to join the interview panel for 9 January.

ML noted that the Committee would make a recommendation to Board for the appointment with induction training being arranged for the appointee; ML noted that other ETs were welcome to attend the training.

ML wondered as to the agenda item on external audit of the Board's work.
JD advised that this was one of the key recommendations in the Charity Governance Code that the Board had approved. JD noted that there was an initiative underway for fellow SU boards to audit the work of their colleagues at other SUs and share best practice; JD noted they would be liaising with other SUs on this and would keep the Board updated as to developments. **AP**

ML reported the resignation of B Martin Simon as Student Trustee.
Chair wondered what Trustees thoughts were as to recruiting a replacement at the current stage in the Board cycle.
SA thought the advertising for Student Trustees had only reached a small section of the membership.
ML raised the possibility of advertising to MBA students.
RF and MC agreed and thought there was a great opportunity to change the methods of recruitment and diversify the Board's membership by targeting students whose study cycle was not that of the standard late September intake.

*The Board agreed to recruit a new Student Trustee ahead of the appointments for 17 to 18. **AP***

*The Board adjourned for a strategic thinking exercise, the results to be collated by the Chair. **AP***

TB797 Declarations of Interest

There were no new declarations.

TB798 Minutes of the Meetings of 18 September 2017

The minutes were agreed.

TB799 Action Log and Matters Arising

There were no comments or matters arising.

Performance

TB800 Chief of Staff Report

JD drew attention to the written report.

JD provided the following updates:

- On relationship with Estates, there had been a one term agreement after the refurbishment of Union House for University teaching in the bookable rooms but that Estates had made an assumption that this would be a permanent arrangement; JD noted that the misperception had caused some problems but that these were to be resolved by changes to the Memorandum of Understanding to be discussed at a meeting in January
- On Teaching Excellence Framework (TEF), the head of the Office for Students (OfS) had approached both themselves and the CEO of Middlesex SU about possibly leading work on student perception of 'value for money'; JD advised that this represented an exciting possible opportunity and that updates would be made to Management Committee
- On trading with NUSSL, the wisdom of the decision to change to Spar had been underlined by the fact that Palmer and Harvey, NUSSL's main supplier, had gone into administration, a situation brought about by its inability to address the deficit on its final salary pension scheme; JD reported that this had caused turmoil across SU retail arms; JD advised that this highlighted that pension deficits would be a major ongoing issue for the UK economy and noted that changes were planned for universities' pension provision which might lead to industrial action by the UCU; JD advised that regular updates on pension liabilities would be made to Board in future **AP**
- On SMT capacity, November had been a punishing month and SMT had been faced, due to staff illness and departures, with a heavy burden being placed on individual SMT members as they tried to provide support for the Officers; JD advised that the situation would be reviewed and questions asked as to whether the Union had adequate capacity with any resultant proposals being brought to March board. **AP**

CT asked for an update as to the data breach reported to the June Board.

JD advised that, although this was a University matter, it impacted on the Union. JD noted that the University had commissioned a report from PWC, an external consultancy; JD noted that the PWC report could be made available to Trustees. JD advised that there appeared to be an issue with the University's induction process in not only data protection but in other areas such as mental health training.

CT requested that GDPR compliance be a standing agenda item for future Board meetings. **AP**

IG wondered, as to the review of SMT capacity, whether the situation that pertained to the NHS would provide an object lesson as many people argued that the current mess that the NHS was in was due to there being too many managers and not enough frontline staff.

JD advised that when designing the Union's current staff structure, SMT had taken this point on board and had been very sparing as to management capacity. JD advised that, with the significant increase in the range of activities undertaken, it had become apparent that the Union had been possibly too sparing and the organisation was currently stretched in this area. JD assured IG that the Union's desire would be to spend money on frontline staff and this would be borne in mind when making a thorough analysis of management capacity at SMT level. JD noted that a report based on the analysis would be brought to the March Board.

MC noted that a large proportion of the recent burden placed on SMT had been due to covering gaps caused by illness and this should make the Board look at the wider aspects of HR and wellbeing throughout the organisation. MC believed the Union should be monitoring staff sickness and stress levels as well as the number of staff leaving

the organisation. MC believed that all these factors impacted on SMT's ability to fulfil the terms of their job descriptions.

JD noted that some of MC's points has been discussed at the all staff day, in particular that of staff resilience, mental health and stress leave. JD noted that the discussions had also addressed the special factors involved with a staff group predominantly in the 20 to 30 age group. JD noted that SMT had discussed the work of the wellbeing group and had identified a current lack of leadership and this would be looked at in January. JD noted that the work in January would look at the Union's relative performance against other students' union in these areas and this would begin to be tracked.

MC asked that tracking of the figures be a matter of priority for the Board. **AP**

LC advised as to staff development that in the recent departmental restructure there had been an emphasis on provision for training of student staff.

IG noted that often when staff had been doing the same job for many years it was beneficial to help them in fresh thinking and questioning what the purpose and aims of their work should be.

There were no further comments.

TB801 Key Performance Indicators and Strategic Operating Plan

JD apologised for some gaps due to data being collected on an annual basis.

JD highlighted the red rating around the Exchequer software programme. JD advised that if Exchequer failed to make the software improvements that were needed for the Finance Department to deliver the required level of business intelligence then this could set the planned improvement to financial reporting back by anything up to six months. JD note staff had had conversations with other students' unions that were using Sage or Exchequer and this would help in any decisions that would be needed to be taken. JD noted an update would be made to March Board. **AP**

JR noted that, for Opportunities, the diversity participation was well below target and wondered if the reasons for this had been identified and, if so, whether any action would be taken to address them.

JD advised that there was a data gap as only 30% of the membership had filled in the diversity form and this, inevitably drastically skewed the data for participation in, for example, Societies. JD noted there had been positive developments in that the Union was receiving more accurate and more detailed data from the University for international students whilst for gender self-identification, improvements from MSL and to the registration process for the coming year, would provide a vast improvement to the data.

CT noted that in the previous iteration of the KPIs with regard to Student Experience a mental health strategy had been referenced and this was not in the current version; CT wondered as to the reason for the omission.

JD apologised for a compilation error where the line containing the strategy had been accidentally omitted. JD updated the Board as to the current situation with the mental health strategy. JD noted that the University had finally agreed a mental health strategy. JD noted that the Union had, through FOI requests, looked at other universities' strategies and that these had revealed that UEA was generally ahead of the sector. JD advised there was a big difference between an institution having a strategy and its actual implementation and that the Chair had been asking the University hard questions about its implementation. JD noted that a key concern had

been over waiting times for STS services which, though improving, were still not acceptable and that the Union would continue to bring pressure to bear on the University. JD advised that another concern was that the wider University community outside of STS play its part in ensuring mental wellbeing across the campus. On the University's wider strategy, JD noted a further concern that referrals from the University Medical Centre to the local NHS Mental Health Trust had risen 300% over five years yet there had been no meeting at a strategic level between the University and the Trust to address the rise. JD noted the report from the Parliamentary Ombudsman that had looked into the case of the death of a UEA student and which had concluded that there was only a patchwork of services available with no joined up provision. JD noted that the Union would continue to ask searching questions of the University and press for immediate improvements.

IG believed that suicides generally revealed a wider problem.

JD advised that the University had in place a tracking of suicide data and there was a draft suicide prevention policy ready for approval. JD advised that the key question would be whether the University had the capacity and will to implement the policy which might be doubted as it had failed to track whether its staff had completed mental health awareness training. JD noted that the Union would continue to push on implementation.

IG believed it scandalous that the University had no system within Schools for signposting of students with mental health issues to the Medical Centre.

JR noted that this contrasted with the situation at Birmingham where each School had its own Welfare Officer with mental health training.

There were no further comments.

Commercial and Trading

TB802 Development and Oversight Boards

JR noted that all three DOBs had met

TB803 Social Enterprise Report

TCu advised trading in the first quarter had been good with performance above budget but that within the overall figures there were some variations. Comments by area on:

- *Catering* – overall performing well and up on the previous year. On Unio, there had been an issue with the budget phasing which had been frontloaded somewhat for the first quarter but there would be a budget reforecasting in February and there was confidence that the figures would even out over the year. Very positive customer feedback. The pizza operation with its scaled down menu was performing well as were the new initiatives: the Costa Coffee and the Fries Van.
- *Retail* – sales by volume were up but, due to the introduction of the value range, profits were down however there was a membership benefit as their shopping costs were reduced. An anomaly noted: spirits sales had declined drastically after they were put behind the counter because of losses from theft and these had been moved back out. Clothing sales were up with the new improved range and display. Positive customer feedback.

- *Bars* – good performance helped by the successful Wednesday Sports Night and the improved international programme
- *Events* – some issues as to budget phasing and there were few higher priced gigs in the first term due to the availability of bands so less revenue had been generated. Cautioned that November had seen some disappointing shows and there would be a significant dent in profits due to the cancellation of the New Year's Eve show with an associated loss of revenue and probable compensation due to the promoter. Waterfront performing well in all areas.

There were no comments.

TB804 Commercial Supply, Venues Partnership, and Waterfront Update

Commercial Supply. TCu advised that planning meetings had been held with Spar as to the changeover and an agreement reached that the branding would be Shop SU in partnership with Spar with the Spar logo smaller than the Union's.

Venues Partnership. TCu advised that a new deal had been agreed with VMS, the external partner, but with one area, working with external clubs, still to be finalised. TCu noted that the agreement would include a list of VMS's reporting commitments and would require their attendance at the relevant DOBs.

MC wondered as to the timeline for the new deal with VMS.

TCu advised that the deal was signed on 30 September and would run for twenty-six months to conclude in December 2019 with a twelve month notice period. TCu advised that there were ongoing discussions with other students' unions scheduled on the development of live music promotion and a Union staff member was being upskilled in this area.

Waterfront. TCu advised that agreement as to the heads of terms had been reached with Norwich City Council but with some further discussions to be had over the dilapidations clause.

JR noted their understanding that the Union had been delaying work to make the Waterfront more accessible until the signing of the new lease; JR wondered what the position was with regard to accessibility improvements in the light of the strong possibility that in ten or fifteen years the Council would be looking to change the land use to residential.

TCu advised that the investment in accessibility would not come from the City Council; it would need to come from the Union. TCu noted that, once the lease had been signed, the Board would be presented with a series of options based on forecasted revenue.

IG wondered whether there was any possibility of buying the property from the Council at a reduced price for social enterprise purposes as had been done by several community groups across the City; IG noted that the Council had a socialist majority and might look favourably on a sale to benefit the local community.

TCu advised that as the area became more residentially focused, even if the property had been purchased, the Waterfront's future as a music venue would probably become untenable as complaints over noise, which were already an issue, would increase exponentially.

IG noted that a community campaign had succeeded in preserving the nearby Wensum Lodge as a community asset and a similar initiative might succeed at the Waterfront;

IG argued that the use might change but the property would remain as a community asset.

SA argued, on alternative use, that the Waterfront would represent an ideal clubhouse for Union water sports Clubs; SA noted the high demand for space at the existing Whitlingham Boathouse and believed any new facility in the City could generate significant revenues.

TCu advised that the Union had put a significant investment into the Whitlingham Boathouse and agreed that there was a very high demand for storage space for boats. TCu noted that management would investigate possible long-term alternative uses for the Waterfront. **AP**

There were no further comments.

TB805 Agency Services

TCu advised that a business plan had not yet been formulated. TCu noted that at other students' unions the success of the service had been dependent on backing from their universities as they were able to steer business to schemes and shelter them under their VAT coverage. TCu advised that the Union's proposal would need strategic support from the University and a series of meetings had been scheduled for January to discuss the proposal. TCu noted that an update would be made to the March Board.

AP

Extraordinary Item: Club Nights

TCu drew Trustees' attention to the written paper on Rebalancing Club Nights and Events' Diversity.

TCu advised that, currently, the Union put on a wide range of events that included External Club Nights. TCu noted that these events although not well attended by students raised a disproportionate amount of money: TCu estimated the profits for these events to be around £70K to £80K from around a dozen events. TCu noted that the events were high risk: the clientele they attracted appeared to often use psychotropic drugs and this had caused concerns to both the police and the University which had been raised with management. TCu noted that, in response, management had cancelled the New Year's Eve event and had indicated to local promoters involved that the Union would not be working with them in future. TCu noted that there were two such events still scheduled and these would go ahead; however management had asked an external consultant to come in and work on the management of risk for these and future events so as to ensure that the Union's procedures were fit for purpose and answer the concerns of external stakeholders.

TCu noted that the police position with regard to music events was that they did not differentiate between genres of music: their concern was that when events were held, sometimes crimes were committed by the public on campus; therefore their reasoning was that the public should not be allowed to attend music events on campus.

TCu noted that the public generated a large amount of revenue by their attendance at music events and this allowed the Union to offer a wide and diverse range of music to students. TCu advised the way forward would be to look at the programme of music the Union offered and maybe sacrifice some elements of it or change the way some events were run.

IG wondered what evidence the police had for drug use at events as IG noted many local residents believed drug use to be more prevalent amongst students. TCu advised that, at the last such event, the police had swabbed 80 attendees and of these 40 had tested positive for drug traces but that the police had made no arrests as it was hard to prosecute on swab evidence. TCu noted the importance of the positive tests as they represented a reputational risk to the Union.

JR noted there had been significant pressure from the University on this issue and who the Union was allowing in to its events.

JD advised that the paper had been circulated to senior University staff and been well received: JD noted that there were indications that any loss of revenue from dropping certain types of music events might be made good by the University and further discussions would be held with the University in January.

There were no further comments.

MK left the meeting.

Finance & Legal

TB806 Finance Committee

Noted minutes.

There were no comments.

TB807 Management Accounts

There were no comments.

TB808 Finance Improvement Plan 17-18

The Board noted the update on the plan without comment.

The Board approved the Financial Improvement Plan without comment.

Strategy

TB809 AHRC Sub-Committee Minutes

Noted minutes.

CK wondered whether the meetings were fixed as a minimum or maximum. TCu advised that meetings were fixed at a minimum and there was the scope to have further meetings if the Board or AHRC members wished.

TB810 Enabling Strategy (Approval): People

The Board approved the People Strategy without comment.

The Chair noted that at this point the meeting would move to closed session. Chair noted they would minute this section and circulate to Trustees.

Staff left the meeting.

Staff re-joined the meeting.

TB811 Enabling Strategy (Steering): Social Enterprise

TCu noted Trustees would have viewed the presentation prior to the meeting and wondered whether they had any questions.

KC wondered whether there would be any events to replace the riskier events that TCu had described under the Extraordinary Item.

TCu advised that other students' unions, notably Sheffield and Loughborough, had made similar events work and had raised the proportion of students attending to around 80%. TCu noted if the Union could build the events to large attendances made up with a high proportion of students then these could be profitable; however, if they were restricted to students and they had the current number of students attending, around 250, they would not be profitable. TCu advised that other options would be to add acts to some of the Saturday night offers with an associated rise in the ticket price or to try and build up student focused diverse music events in the Blue Bar.

KC noted concern about becoming dependent on the University if they made up the loss for cancelling higher risk events and that the Union should be looking to develop an alternative viable music programme.

TCu advised that the aim would be to develop a viable programme whilst retaining musical diversity.

IG wondered if there was any evidence that the music programme played any part in students' decisions to opt for UEA.

TCu advised that they did not think any specific figures were available but that, because ARM gave music events such a high profile in their marketing material, the University must believe it to be a significant factor in students' decision making as to which university to choose.

TCu noted that the diversity of the programme formed a key part of the programme and that with a diverse programme that attracted over 100,000 people there were bound to be some incidents and part of the task for the Union would be to work with the police on how these could be minimised.

ES wondered what would happen if the Union managed to get the proportion of students up to 80% at higher risk events but the drug problem were still to persist.

TCu advised that the plan would be to establish greater control and knowledge of who was in the building which would minimise the risk of incidents and this would give comfort to the police that the problematic behaviour had been reduced to an acceptable level.

IG suggested that on police perceptions it would be worthwhile to meet with the Chief Constable to discuss the importance of musical diversity and police perceptions and reactions to the audience for less mainstream events.

TCu agreed and noted in every music cycle there were certain types of music which could be problematic to police: in the past this was Ska/Punk and currently it was Grime or Drum And Bass. TCu believed a compelling argument to be made on policing these type of events was that they were better held in licensed premises with proper health and safety than at illegal unregulated raves as in the 90s.

There were no further comments.

BG left the meeting.

TB812 Enabling Strategy (Steering): Marketing, Communications and Relationships

LC updated the Board on developments across the Charity departments including the recent business development restructure and the recruitment of a new Head of Education and Engagement.

LC highlighted the continuing development of the Union brand across visual and digital assets along with the strategic packaging of the student story into the overall Students Transforming narrative.

On management of relationships, LC highlighted identification of allies across the University, collaborative work with other students' unions and the widening and deepening of relationships with the local community.

LC noted that they had prepared an exercise for the Board to think about the Union's activities but as time was short LC would circulate this to Trustees for consideration outside of the meeting. **AP**

IG noted that there had been a long history of negative comments by local residents about the continuing growth of student housing in the City and wondered what the Union's approach to the problem was.

LC advised that the Union currently ran several initiatives to address the issue: the Good Neighbour Scheme where students were given a welcome pack containing suggestions on positive engagement with the local community alongside regular meetings between the Full Time Officers and relevant Councillors. LC advised that the work on Article 4 and multiple occupier housing had revealed that the Union had allies within the local community and a future task would be to develop these relationships. IG thought that student involvement in environmental improvement schemes was very popular in the local community.

LC advised that one of the developments from the strong relationship with Careers Central was that they were now able to offer volunteering opportunities such as these to students.

There were no further comments.

TB813 Enabling Strategy (Steering): ITC and Web

JD advised that due to time considerations it would be more productive to consider this item outside the meeting and Trustees with a particular interest in this area could discuss the strategy in depth: JD to circulate a memo to Trustees. **AP**

Risk

TB814 Annual Strategic Risk Review

TCu advised it was up to the Board to decide its appetite for risk and what level was appropriate for the organisation. TCu cited an example based on the discussion on financial compliance earlier in the meeting: the Board could ensure that the Union was

totally financially compliant by shifting numbers of staff to the Finance Department but this would have a huge impact on the Union's overall attempt to fulfil its objects. TCu advised that the solution was to achieve a balance of risks; to strategically identify risks and quantify them in terms of higher or lower.

TCu advised that several items would be brought to the March Board where Trustees would be required to make a judgement based on their appetite for risk. **AP**

IG believed that progress in society came from people experimenting and taking risk but the key thing was that experimentation should be evidence based.

In clarification to CK, JD advised that the categories that would be brought to March Board would allow the Board to make judgements as to risk appetite which would feed into the following year's strategic planning . **AP**

CT believed that often some categories of risk might impact on and underpin others so it was difficult to treat them as separate entities. CT noted that, in their time on the Board, they had seen progress from relative instability and that with greater stability and regular achievement of KPIs the Board might have developed a greater appetite for risk.

MC noted that the Union was hurtling toward writing a strategy for the next year and that it was good that the assessment of risk would be integrated into strategy formulation but believed it to be critical that students would have far greater input into building the strategy. MC thought it key that students had a 'buy-in' to the strategy.

KC asked that it be noted that the Union had taken a risk on a Club Night without consulting students and it failed.

TCu advised that the Union took risks in Events on a weekly basis. TCu advised that the intent of the Review was to get the Board into a position where it understood how different areas of risk fitted together and how they would inform the development of strategy by the establishment of a broad set of principles on how to manage risk.

MC asked for some recognition by the Board of the importance of meaningful input from students into strategy other than that taken from surveys and data.

LC advised there had been some issues with student input into strategy the previous year due to the departmental restructure but that Advice and Housing had had students attending the strategy away day and that other departments would be working to have this as standard practice.

There were no further comments.

Closed

TB815 CoS Line Management/Senior Postholder Pay

Chair noted this had been covered in the closed session.

Sundries

TB816 Key Decisions of Union Council

The Board noted the Key Decisions of Council without comment.

TB817 Any Other Business

There was none.

TB818 Time, date and place of next meeting

20 March 2017, venue and time to be confirmed.

TB 819 Ongoing Cycle of Business

Noted.

TB 820 Meeting Self Evaluation

Noted.

CONFIDENTIAL

TB825: Action Log from Dec 2017

Action Point	Delegation	
Wording to be changed in Note 23, sign-off on Accounts and Report to made by Finance Committee	Tim	Tim on this
ET Skills Audit to be resent	India/Tony	Not sure if this has been done?
Collaboration with other SU Trustee Board on auditing each other's work: updates to be made	Jim	Yes the TAFG is due to report Mid Feb on formal proposals
Regular updates on pension liabilities to be brought to Board	Jim/Tim	See report
Proposals on SMT capacity to be brought to March Board	Jim/Toby	This needs to be deferred
Points from strategic thinking session to be collated by Chair	India	IAE
GDPR compliance to be a standing agenda item for future Board meetings	Jim/Toby	Proposal that we append to the risk paper quarterly
Comparative performance with other students' unions as to wellbeing and sickness to be tracked	Toby	See paper
Update on Exchequer software programme to be made to March Board	Tim/Jim	Ongoing although we are close to a plan being agreed now
Update on Employment Agency to be made to March Board	Toby	On agenda
Long-term possible alternative uses for the Waterfront to be investigated	Toby	Ongoing
Exercise on strategy for Union activities to be circulated to Board	Lou	One response received so far
ITC and Web paper to next board	Jim	On agenda
Categories of Risk to be brought to March Board for decisions to be made to feed into strategic planning	Toby	On agenda
Budget Estimates to go to the April meeting of Council (Jim/Tim)		Road to Estimates on agenda

report

Subject:	Chief of Staff Report
Produced by:	Jim Dickinson, Chief of Staff
To:	Trustee Board
Date:	20 th March 2018
Action:	To discuss
Paper:	TB826
Status:	Open
Purpose:	The Chief of Staff reports to each meeting of the Board on SU activity and progress against objectives set by the HR Sub Committee

Introduction

At each meeting the agreed format for the Chief of Staff report is that it contains the following:

1. Reporting against plan
2. Reporting against set objectives
3. Update on key areas of work since the last meeting not directly covered in formal objectives
4. Update on national student movement developments of interest to Trustees

Plus

- Note of other meetings/events attended
- Declaration of any hospitality/gifts

1. Reporting against plan

The second quarter updates for 17-18 against the annual **Strategic Operating Plan** and agreed **Key Performance Indicators** are covered in separate papers.

2. Reporting against set objectives

See Appendix One

As part of that process (and following the SMT restructure in the Summer) I now have a specific objective around delivery of demonstrable improvements to institutional representation:

a. Briefings for LTC, SEC, VC, Senate, Council all completed.

These are key central University committees and whilst the release of papers continues to be consistently late, I have prepared and delivered a briefing for each. I have also continued to take steps to support the officers "in play" in the meetings using Microsoft Teams.

b. New schedule to CoP agreed and new membership of key committees secured.

I reported to the last meeting on work to deliver and agree a new schedule to the University's Code of Practice on Student Representation focussed on University level interaction (appended). This has now (almost) been agreed and we have successfully secured additional representation on University Finance and Strategic Space management committee- crucial as the campus expands. We have also secured a biannual opportunity to report to the University Council (ie Board)- once on the operation and activities of the SU, and once on the Student Experience at UEA.

c. At least 5 key thematic issues tracked through system across year:

1. **Assessment and Feedback**- As previously reported there has been clear action in this area from the University and we have developed building, press comms and web comms focussed on quality/usefulness of feedback. Indications last term from Quality Conversation data is that this is having some impact with students.
2. **Estates Projects Involvement**- Progress here has been very slow although by the time we meet we **should** have agreed a new Schedule to the University-Union Memorandum of Understanding. This updates and clarifies our relationship in relation to the delivery of services by the Estates function to the Union; Financial relationship re Capital; the use of rooms in Union House for teaching space; and Student involvement/representation in the wider Estates function. We are also engaged in discussions re the new "Building 0" (Lasdun Wall Extension) and Building 60 (new Science Labs and teaching space down Chancellor's Drive)
3. **Associate Tutors**- As reported previously following the production of the report on these issues we have pressed for action planning and issue resolution through informal and formal committee meetings. In addition revisions to the University's policy in this area were agreed at the PGR Executive in January to bring it into line with UEA HR Standards. We will want to consider how and when we might research any impact on ATs from these measures.

4. **University Committee Membership and Policy** (See Above)
5. **Student Finances/Costs**- This was a central plank of our SER recommendations; a new group was supposed to be developed in Dec/Jan to look at these issues but progress has been slow as UEA Student Support Services have had key members of University Staff off sick. However the first meeting is now in and we have a commitment from the University that it will be "asked to undertake some further exploration and reviewing of the cost of living for students by looking at costs of participation on a range of typical and large courses across the University, on a course by course basis, and thereby making the costs visible to all Schools and professional service areas". There has also been progress in this area at a national level following our submission into the OfS regulatory framework consultation (see below).

3. Update on key areas of work since the last meeting not covered in formal objectives

This has been another busy quarter for the Union, and with departments focussed on implementing the projects and initiatives in our revised strategy, a series of issues have come to dominate time:

Catalyst Funding At the end of last term we were heavily involved in a UEA bid for HEFCE Catalyst funding on support around PGR mental health and I delighted to report that our funding bid was successful. Our strand of the work will see us hosting an additional FTE for two years, and will focus on student led initiatives around research culture, sport and resilience.

Student Leadership Review: Work has continued to implement the Union's wide ranging Student Leadership review. Earlier this term we successfully held our second annual one day skills conference for student leaders and a vibrant first stage (FTO) election has taken place this term- although given its timing (we have an early Easter) and its overlap with bad snow and industrial action, candidate participation is down on last year- although overall turnout up at 3779. Manifestos and a list of winners are appended.

UCU Industrial Action: In January UCU wrote to the 61 universities participating the Universities Superannuation Scheme to inform them of an escalating wave of strikes over a four-week period that began with a five-day walkout either side of a weekend.

That followed a week where talks between UCU and the employers' representative Universities UK (UUK) ended without agreement and UUK's plans to transform the scheme were forced through by the chair's casting vote.

The dispute centres on UUK's proposals to end the defined benefit element of the Universities Superannuation Scheme (USS) pension scheme. UCU says this would leave a typical lecturer almost £10,000 a year worse off in retirement than under the current set-up.

In the strike ballot UCU members overwhelmingly backed industrial action. Overall, 88% of members who voted backed strike action and 93% backed action short of a strike. The turnout was 58%.

Union Council debated the issue and resolved to support the strike, with the following formal position:

1. To support UCU in their call for industrial action, and release a public statement to this effect.
2. To mandate the Student Officer Committee to put forward time and resources to effectively explain the position of staff and the reasons for the strike.
3. To work in partnership with UCU to run 'teach-in' sessions during any period of industrial action, which will involve teaching events on a range of topics or issues, that could bring staff, students and the SU together to discuss ideas or work on projects.
4. To directly support any postgraduate students participating in strike action.
5. To lobby to ensure that during periods of action, the University makes arrangements that ensure maximum communication with students that might be affected, and maintenance of delivery of services for students.
6. To publicise the support services we offer for students affected by the industrial action.

Officers have directly supported staff on the pickets and Union House has played host to a series of "Teach In" events run by academics. In addition we have been providing students with information on the action on the web and exploring in conjunction with NUS students' legal rights in relation to complaints and compensation should the dispute be prolonged.

Scandinavian Study Visit: In January I accompanied Camille and Jack on an SU Study Visit to Scandinavia that had been coordinated by UEASU via one of our student staff. It was a highly successful and thought provoking visit, a full report from which is being discussed elsewhere on the agenda.

Value for Money: Following our involvement on research into student attitudes into the Teaching Excellence Framework, in December we were asked by the new CEO of the Office for Students if we could collaborate with Middlesex Students' Union to lead a piece of research into student attitudes to Value for Money in Higher Education. Working with over 60 students' unions who were involved in designing the study, this has enabled us to widen the debate on VFM and highlight key areas of UEA student concern such as Hidden Course Costs on the national stage. I presented the work at the inaugural OfS Conference on Feb 28th and the main report is appended.

Union House Phase Four: Having completed a limited package of works on Union House and the Bars areas over the summer we completed works on the "Blue Bar" toilets at Christmas. Further work on the Bars floor is planned to take place over the Easter and Summer breaks and the project remains on budget.

Staff Visits/Quests: Last term we resolved to ask all of our Career Staff to visit another SU- to meet with counterparts, reflect on respective best practice and develop ideas. The aim was to build understanding amongst the team of the wider SU sector and build contacts and knowledge. Staff presented their findings at Christmas and the intention is to build some of the outcomes into the Spring Strategy Revision process.

Residences and Rent: Each year the SU is involved in discussions about the cost of on campus rent for the following year. This is a key and considerable cost for students and the cost has been rising faster than inflation at UEA for over eleven years. I have been closely involved in this year's process with Jack and India, analysing both costs and income in detail and seeking to further develop the process in future years to look at stock with particular reference to low cost options for low income students. At the time of writing we are waiting to hear the outcome.

4. Update on national student movement developments of interest to Trustees

Office for Students You will recall that last term we took a lead role in developing Students' Union responses to the consultation on the new Office for Students Regulatory Framework.

One of the more stark differences between HEFCE and the OfS is its ostensible bias towards the interests of students in its regulatory work. But students might not have noticed so far- it's already been caught up into debates about marketisation, and the news that Downing Street SpADs actively blocked anyone that had been near a students' union or NUS from being on its board looks like a spiteful own goal- especially given Nicola Dandridge spent the autumn touring students' unions (including this one) to hear students' concerns. But setting aside the difficult birth, what will really matter is what the OfS does (or doesn't do)- and things have moved on now the framework has been published.

We argued in our response that well designed University governance "in the public interest" should start by identifying the principle beneficiaries of an organisation, and then seek to give them a voice in decision making. The result is that "Student Engagement" has been added to the list of principles, with the governing body having to ensure that "all students have opportunities to engage with the governance of the provider, and that this allows for a range of perspectives to have influence". Enthusiastic compliance should see students involved in sub committees and informal discussions previously conducted in closed session.

Given the character of UK HE and the recognition that outcomes for students are co-produced individually and collectively, we argued that student engagement and representation within the student academic experience is seen as an outcome rather than a process in any baseline regime, expectations, code or standards that are developed.

There has been an ongoing discussion about the UK Quality Code, and its suitability to the OfS as a way of assessing its quality and standards conditions for all providers- and in the draft core, student engagement was controversially reduced to "views and feedback from students are regularly sought and acted on and providers offer feedback in return". The UKSCQA is yet to report on the outcome for the Code, but the OfS framework identifies giving students "opportunities to engage actively in shaping the quality of their academic experience" as a behaviour than may indicate compliance.

We should also be pleased that when it comes to "student protection plans", it's not just institutional failure that providers have to think about- course closures, "material components" of one or more courses, and modes of study all will have to be risk assessed and proposed mitigation steps demonstrated. But there are still problems here- there's no talk of arrangements for/compensation for students having to move to study in a new location, nothing on comparability of student outcomes when securing alternative provision, silence on ongoing progression opportunities that might have been offered (especially where these lead to employment) and nothing on ongoing monitoring of "teach out" arrangements once they kick in.

On student contracts, as with the freedom of speech duty the OfS will ask providers to actively demonstrate legal compliance- and contracts are to cover academic services "and other contracts ... part of the higher education experience, including but not limited to contracts governing the provision of accommodation, disability support packages, scholarships, sports facilities and additional course costs". This supports our view that students need legal rights not just over their "course" but also wider academic and non academic services.

Questions remain- on which students consumer law covers, which elements of the student experience are the "product" and how student Davids would access support in the event of a claim against provider Goliaths (and how they would know about their rights to begin with). In the round these may be questions for CMA and OIA, but there are clear signals that the OfS intends to ensure that legal duties outside of the direct ambit of HERA are regulated centrally.

Tertiary Funding Review February saw the launch of the post-18 education review, announced by Prime Minister, Theresa May at Derby College. Press speculation highlighted the possible reduction of tuition fees, and even a decrease in interest rates on student loans – and these seem clear options that the review panel are exploring.

The review panel, headed by Philip Augar, will focus on four key areas: choice, access, value for money and skills provision. The review has been tasked to deliver a set of recommendations by early 2019.

NUS has long been calling for a review of the current system, and have been calling for it to be a substantive review, which is independently chaired and which looks right across tertiary education – including assessment on student support.

Further information can be found [here](#)

In the same week the Treasury Select Committee published their report following their inquiry into student loans. NUS gave evidence to the committee, and the report echoes some of our key concerns – including noting the need for a fundamental review of the HE funding system, criticism of the move to change loan terms and conditions retrospectively, and the need to look again at student support.

Housing In January NUS published its Homes fit for Study report about students' experiences of the private rented sector, with a focus on energy use and cold homes has been published. This research builds on its 2013 research about the quality of student housing. The research aimed to understand how cold homes impact on student lives.

Amongst the key findings was that 49% of students had felt uncomfortably cold in their accommodation, with almost as many turning the heating off despite this and living in cold homes, the research found, greatly affected students' mental health and wellbeing. You can read the full report [here](#).

Reshuffle A government reshuffle took place in January- Jo Johnson has moved to Department for Transport. Sam Gyimah MP takes on the role as Universities Minister. Many asked whether it was the appointment of Toby Young to the Office for Students (announced on January 1st) that saw Johnson move after so long in the Chair. An inquiry was been opened into the appointment amid well founded concerns about a lack of due diligence surrounding his appointment and that of the student members of the OfS board and was damning.

Two applicants from the open recruitment process were deemed suitable by OfS and DfE, before being rejected by number 10 because of involvement with student politics. Correspondence seen by the commissioner suggests that number 10 actively sought a panel member without NUS links.

Originally an applicant to the student panel, it has emerged that student member Ruth Carlson's interim appointment has been arbitrarily shortened from a year, to nine months and now six, pending another open competition - which hopefully will this time have an accurate person specification that includes the implied "no NUS" rule in writing. The [report](#) concluded that "the successful candidate was not well handled by the department in being given conflicting information".

5. External Meetings/Visits

- SMT Residential, 3rd-4th January, Cambridge
- Scandinavian Study Tour, 9th-14th January
- CEO Network Event, 22-23 January, Leeds
- Student Experience 2.0 Event, London, 1st February
- National Research Project Steering Meeting, London, 8th February
- Office for Students Launch Conference, London, 28th February
- wonkhe Freedom of Speech Debate, London, 15th March

6. Declaration of any hospitality/gifts

N/A

7. Appointments

As previously indicated I have now taken up the role of External Trustee at Winchester Students' Union. I do not expect the role to conflict with my role within UEASU and will not be requiring time off to fulfil it.

TB826 B: Appendix One: CoS Formal Objectives 17-18

Objective	Measurement	Acceptable Performance	
To ensure consistent progress on the 17-18 strategic operating plan for the strategy.	Strategic Operating Plan RAG ratings	Over 66% Green Achieved.	See separate paper on Q2 SOP progress
To ensure strong delivery against the range of Key Performance Indicators.	KPIs	Over 66% Green Met.	See separate paper on Q2 KPI progress
To deliver the 17-18 budget and associated financial performance metrics.	KPIs/Finance Reports	Bottom line within 5%.	See separate paper on Q2 Financial Performance
Deliver structural changes necessary to achieve strategy.	Milestones	Resolve structure and pay of SMT; deliver structural changes (inc office move(s)) without significant upheaval (measurable through engagement survey).	Main restructure completed in Summer. Some social enterprise delays around future of Marketing which are almost now resolved.
To continue to improve staff engagement metrics.	KPIs (Staff Engagement Survey)	Consistent or above on wellbeing and teamworking. Improvements on Reward and Communication.	Wellbeing group "rebooted; resilience initiative underway and rolls out this term; project on Job Evaluation (reward) is underway with staff consultation event completed.
To deliver demonstrable improvements to institutional representation.	FTO feedback Prep Metrics	Briefings for LTC, SEC, VC, Senate, Council all completed. New schedule to CoP agreed and new membership of key committees secured. At least 5 key thematic issues tracked through system across year: <ul style="list-style-type: none"> • Assessment and Feedback • Associate Tutors • Estates Projects Involvement • University Committee Membership and Policy • Student Finances/Costs 	See main CoS Report
To ensure leadership on sustainability issues including successful delivery of Green Impact Students Unions.	GISU; 360	Secure Very Good in Scheme; Maintain Green Scores.	Green Impact project up and running with dedicated Student Staff capacity- action plans agreed and being enacted- major focus on reduction of energy usage around the building
To maintain progress on individual management style re Teamwork, Communication and Bringing people on Board.	360	Maintain Green Scores in 360.	Ongoing
To deliver IT enabling strategy and reduce dependency .	Various milestones	BYOD pilot, full launch Summer 18; Waterfront IT Refresh. IT Champions Scheme Launches. Drive Finance (Exchequer) Changes.	Ongoing- Office 365 rollout continues as we convert more users to mobile- discussion due at main board.

EDUCATION ACT 1994: Requirements to be observed in relation to students' unions
Annual Compliance Check February 2018

Requirement in the Education Act 1994 (References in brackets)	Document to evidence compliance	
A student union should have a written constitution (22(1))	Constitution	https://www.uea.su/union/governance/constitution/
The constitution should be subject to the approval of the governing body and be reviewed at least every five years (22(2)(b))	Constitution approved by University Council with provision for five yearly	Last approved 2015 and subsequent minor revisions approved by delegated council group
A student should have the right to opt out of the union and not be unfairly disadvantaged by reason of their having done so (22(2)(c))	Constitution	This is within the constitution at Article 14 https://www.uea.su/union/governance/constitution/
There are fair electoral practices within a student union (22(2)(e))	Regular DRO Reports approved by external RO	R&S receives a report from the RO after each election and approves by-law 5 which covers elections
A person should not hold a sabbatical union office, or paid elected union office, for more than two years (22(2)(f))	Constitution	This is within the constitution at Article 33 https://www.uea.su/union/governance/constitution/
The financial affairs of a student union should be properly conducted and appropriate arrangements for Council to approve its budget, monitor its expenditure and receive its financial reports (22(2)(g))	R&S reports to Council annually following meeting with UUEAS and GSA members	Accounts and Budget discussed at SU/R&S meeting February 2017 and review sent to University Council.
Financial reports should contain a list of the external organisations to which the union has made donations in the period to which the report relates, and details of those donations (22(2)(h))	Listed in the annual accounts	Available on Charity Commission Website https://www.gov.uk/government/organisations/charity-commission
The procedure for allocating resources to groups or clubs should be fair and should be set down in writing and freely accessible to all students 22(2)(i)	Available on the uea.su website, derives from rules in the bye laws	Societies https://www.uea.su/opportunities/societies/societygrantssubcommittee/ Sports https://www.uea.su/opportunities/clubs/forms/ (under review given transfer to UEA Sport)
If the union decides to affiliate to an external organisation, it should publish notice of its decision stating the name of the organisation, and details of any subscriptions/fee paid or proposed to be paid, and of any donation made or proposed to be made, to the organisation, and any such notice should be made available to the governing body and to all students 22(2)(j)	Presented to Union Council when approving affiliations – minutes published on the website	Always available here https://www.uea.su/democracy/unioncouncil/councildocumentsandnotices/

Where the union is affiliated to any external organisations, a report should be published annually or more frequently containing i) a list of external organisations to which the union is currently affiliated, and ii) details of subscriptions or similar fees paid, or donations made, to such organisations in the past year (or since the last report), and such reports should be made available to the governing body and to all students (22(2)(k))	Listed in the annual accounts	Available from Charity Commission Website https://www.gov.uk/government/organisations/charity-commission
There should be procedures for the review of affiliations to external organisations under which i) the current list of affiliations is submitted for approval by members annually or more frequently, and i) at such intervals of not more than a year as the governing body may determine, a requisition may be made by such proportion of members (not exceeding 5 per cent) as the governing body may determine, that the question of continued affiliation to any particular organisation be decided upon by a secret ballot in which all members are entitled to vote (22(2)(l))	Constitution	Annual approval is at Article 93 https://www.uea.su/union/governance/constitution/ Challenge via referendum is detailed within Bye Law 1 https://www.uea.su/union/governance/constitution/
There should be a complaints procedure available to all students or groups of students who are dissatisfied in their dealings with the union, or claim to be unfairly disadvantaged by reason of opting out which should include provision for an independent person appointed by the governing body to investigate and report on complaints 22(2)(m)	Constitution	Bye Law 6. Reviewed and updated in 17/18. https://www.uea.su/union/governance/constitution/
The Council shall issue, and when necessary revise, a code of practice as to the manner in which the requirements set out above are to be carried into effect and details of the arrangements made to secure its observance 22(3)	Constitution	Contained within the UEA Academic Calendar and has been reviewed in 17/18 https://portal.uea.ac.uk/academic-calendar
The Council shall bring to the attention of all students, at least once a year (a) the code of practice currently in force (b) any restrictions imposed on the activities of the union by the law relating to charities, and (c) where the establishment is one to which section 43 of the Education (no 2) Act 1986 applies (freedom of speech in universities and colleges), the provisions of that section, and of any code of practice issued under it, relevant to the activities or conduct of the union (22(4))		This is a University duty



Value for money: the student perspective

Research commissioned by the Office for Students.
Project led by a consortium of Students' Unions.

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Introduction

On the 1st April 2018, the Office for Students (OfS) will become the government's regulatory authority for the higher education sector in England, and one of the OfS' core priorities will be to ensure that all students receive 'value for money' from their 'higher education provider'.

An October 2017 government consultation on the Office for Students said that 'students will be empowered through clearer student contracts and through a transparency revolution. They will have better information on the quality of teaching and on student outcomes, and will be able to see how their provider is providing value for money and what senior staff are paid'.¹

Value for money is one of the OfS' four primary regulatory objectives, and its regulatory framework is designed to mitigate the risk that these primary objectives are not met.

Value for money is to be enshrined in the regulatory framework for higher education that the Office for Students will operate. A core proposed objective of the OfS is to ensure 'that all students, from all backgrounds, receive value for money'.

Value for money is also a key student concern. In a survey of Students' Union election candidate manifesto pledges carried out by **changesu.org** in 2017, 'value for money' was the second most mentioned issue, after student wellbeing/mental health.

Despite these pronouncements, the definition of 'value' and 'value for money' in higher education is contested. Some believe that it is about the quality of the student experience itself, while others focus on outcomes like the 'graduate premium'. While the focus tends to be on the home undergraduate fee, the OfS also has a responsibility to ensure value for money for postgraduates, for international students, and in relation to other fees and charges levied by a provider.

The purpose of this research project is not to definitively answer the question of what 'value for money' means in higher education but, rather, to explore value for money from the student perspective. Do students feel they are receiving value for money? Do student perceptions of value for money evolve as they go from school to higher education, and then into the world of work? What can higher education providers – and the OfS – do to help improve the value students perceive they are getting from the considerable investment they have made in higher education?

This report summarises our findings.

About this study

- 31 Students' Unions involved in scoping and design
- 5,685 current higher education students in England
- 534 recent graduates (graduating between 2014–2017)
- 410 school students (in years 12 and 13)
- Current student respondents were studying at 133 different providers
- Full-time undergraduate, part-time undergraduate, and postgraduate students were all represented
- The questionnaire was conducted online
- Respondents were surveyed from 17 January–31 January 2018
- Quota sampling was used to enhance the representativeness of the sample
- Findings have been weighted by provider and by gender

Technical notes

- 1 Respondents were given 'not applicable' as an option for many of the questions in this study. Where respondents indicated that the question was 'not applicable' to their circumstances, we omitted those responses from the final analysis.
- 2 All figures in charts have been rounded to the nearest whole number, and so may add up to slightly more or less than 100%.
- 3 Throughout the report, quotes from respondents are featured to illustrate themes in the qualitative responses.

The study was commissioned by the OfS and led/supported by a group of UK Students' Unions.



¹ From *Securing student success: risk-based regulation for teaching excellence, social mobility and informed choice in higher education*, 19 October 2017

Findings at a glance



- Only 38% of students think that their tuition fee for their course represents good value for money.
- The percentage is similar (39%) when we look at students' perception of the other fees and costs incurred during their studies.
- Just over half of students (54%) consider their investment in higher education as being good value for money.
- When considering 'cross subsidies', students feel least comfortable with their tuition fees funding teaching on other courses, wider research unrelated to their course and provider management costs (in this order).
- As students get closer to joining the workplace, they become less confident (or more realistic) about repaying their tuition fee and maintenance loans (49% of school students and 37% of higher education students think that they will repay their loan, compared to only 27% of recent graduates).
- 24% of students do not feel that they were informed about how much everything would cost as a student. The main factors cited are the costs of accommodation, books and paying for extracurricular activities.
- Provider quality measures – quality of teaching, fair assessment and feedback, and learning resources – are the top three factors that demonstrate that a provider offers good value for money. These measures come ahead of those directly focusing on student outcomes, such as having access to industry connections or securing higher earnings than non-graduates.
- The factors that demonstrate good value for money remain consistent regardless of the stage of the individual's educational journey (school, current HE student, graduated).
- There is strong support for proposals to improve transparency. When asked about usefulness, measures that allow students to compare expenditure on other courses or at other providers command more support (over 80%) than single factors such as seeing the staff student ratio (69%) or the cost of management salaries (67%).
- Students have a broad conception of value for money. This includes being concerned about inputs as well as outcomes; the full range of charges that a provider levies; and what is included and not included within the 'fee'.

Students' overall perception of value for money

We wanted to find out whether current students feel that their tuition fees, additional charges, and overall investment in higher education each represent good value for money. To that end, we asked current students and recent graduates to indicate whether they agree or disagree with three statements:

- 1 'The tuition fee for my course represents/represented good value for money'
- 2 'Other charges/fees/costs at my university represent/ represented good value for money'
- 3 'Overall my investment in higher education represents/ represented good value for money'

The first question we posed specifically addressed tuition fees: we asked current students whether the tuition fees for their course represent value for money, and 44% disagree. A similar proportion (38%) do think that their tuition fees are good value for money, while 18% say that they neither agree nor disagree with the statement.

In other words, a majority of students (62%) do not agree that their tuition fees are good value for money. In the qualitative comments, dissatisfaction had three main themes focused on inputs and quality: contact time, quality of the contact and not knowing where the money goes. Satisfaction was broader and whilst still focused on inputs and their quality, included career aspirations and learning goals.

While we expected to see some sort of change in the perceptions of these graduates, we were surprised to find that their views closely mirror those of current students: 45% of recent graduates do not think that their tuition fees represented good value for money (21% of recent graduates 'definitely disagree' and 24% of recent graduates 'mostly disagree'), compared to 44% of current students (19% of current students 'definitely disagree' and 25% of current students 'mostly disagree'). In the qualitative comments, dissatisfaction has three main themes- employment prospects, inputs and quality and the opportunity cost of entering HE. Satisfaction is related to employment prospects, learning gain and 'rite of passage'/adulthood.

Fees are not the only financial transaction between a student and their provider. Current students seem divided on whether 'other charges/fees/costs' represent good value for money: approximately a third of students agree and a third disagree. Qualitative comments suggest that dissatisfaction has four themes: unexpected charges, unnecessary costs, a perception of being profited from, and intersection with student hardship. Satisfaction relates to inclusivity of costs with the overall fee, the perception that elements are subsidised, and the perception that efforts are made to keep costs down.

When we then asked current students whether their overall investment in higher education was good value for money, the majority agreed: 54% said they 'mostly agree' or 'definitely agree'. About a quarter say they're undecided, while 21% mostly or definitely disagree.

When we examined the responses from recent graduates to find out whether their perception of the value for money in their overall investment in higher education and in other charges/fees/costs change after leaving higher education, we found that their responses are almost identical to those of current students.

The tuition fees for my course represent/ represented good value for money (university students)



Other charges/fees/ costs at my university represent/represented good value for money (university students)



Overall my investment in higher education represent/represented good value for money (university students)



After asking students to indicate whether they agree or disagree with the statements, we asked a follow-up question: 'Why? Please explain your answer'.

This follow-up question was open text, so the respondents were able to type anything they wanted. The answers varied from short, single-word responses to miniature essays spread across multiple

paragraphs. Here we have included a selection of the answers from students who 'definitely agree' that tuition fees are good value for money, and a selection of answers from students who 'definitely disagree'.

Significantly more students who 'definitely disagree' wrote responses.

Students on value for money and tuition fees

'£33.40 per hour and I do 600 hours of semester of self-study time. Could've just got a part time job and a library card, but I wouldn't have the piece of paper which says I can do it.'

'£9,000 a year for a degree, are you joking? The library was always overcrowded with half the amount of plug sockets for the number of seats. I will be paying this off for the rest of my life.'

'£9,000 a year is an absolute rip off but because there's no choice you have to pay it. Other European countries' degree courses are a lot less and sometimes more beneficial than UK universities.'

'I can't comprehend how the money spent each year is used as I get the absolute bare minimum of contact with actual members of the department. I expected to have at least a weekly tutorial every week before I came to university but that isn't the case. The excess and waste of the university with regards to spending is obvious so I can only assume a tiny fraction of the tuition fee actually goes towards tuition.'

'The rise in tuition fees is something very few students agree with, but the knowledge and experience we gain is invaluable.'

'Doing a physics degree, we use a lot of special (and probably very expensive) equipment in the labs and I think that the cost of tuition fees is suitable to cover this.'

'The lecturers have an industry background and this is a great opportunity for the students to learn from them. The lecturers were sharing with us real life experiences from the manufacturing industries and, above all, there are lots of resources to support our learning.'

'The lecturers are amazing: they know their stuff and they can answer the questions that you need to know without judgement.'

'The module choices are neither inspiring nor varied. The campus is really tiny and it's very difficult to ever get into the library and restaurant/cafes because they're always packed to capacity. The small amount of hours in lectures does not seem worth the substantial tuition fees we have to pay, especially when most professors only offer one or two hours' worth of office hours a week.'

'There is no literal breakdown of what I am paying towards my tuition. I have at most two lectures a week and the rest of my studies is in my spare time. We are encouraged to spend 40+ hours on coursework/art work and I have to work part time to cover living costs.'

'The transparency of our fees is not clear to us as students; we are not out-right told where the breakdown of our £9,250 pounds a year goes. I think that these fees are restricting, in that not all young people feel as though they can go to university due to the costs, especially if they come from a low-income family. The amount of debt we have when we graduate from university and enter the 'real world' is absolutely outrageous and then there is pressure put on us to pay it back. When I signed contracts and agreed that I was delighted that Student Finance would pay my fees directly to the university, I was totally unaware that the fees would go up by £250. This is outrageous.'



Students on value for money and other charges/fees/costs

'My basic student loan has not covered my rent and my parents have had to top it up by over £2,000 each year. Food on campus is extremely overpriced and the price of a bus ticket has increased to unaffordable levels.'

'The price for books that you 'have to have' but only look at once is disgusting. The price of trips is still too much for the average student. The price of accommodation has gone up so that it is more expensive than the amount of loan that I get. That is not including food, trips, social life and anything else the university wants us to participate in.'

'Accommodation has increased by 30% as of two years ago; library fees (due to returning laptops a few minutes late) from a year ago are being chased up with monthly emails, affecting my anxiety and adding further stress. Gym is expensive. Canteen food is disgusting and overpriced – no healthy options whatsoever.'

'I find the cost of resources fair. It definitely helps that the university invests in additional resources to help reduce the cost to students, eg textbooks and online textbooks.'

'Most other charges are for books, which are all well-chosen, and for clubs and societies, from which we can benefit significantly.'

'The fieldtrips, use of lab equipment and buying of extra items is very good value as the fees and university department have covered most of the costs.'

'So far, I've never had any other expenses at the university, which makes me satisfied and comfortable with it. This helps me to completely to focus on my studies without thinking of any other fees.'

'The gym has gone up from around £150 to £260 since I started. There has been minimum improvement in the facilities to justify this increase and if you join a sports team you have no choice but to buy the membership. The uni shop/cafes are overpriced and poor quality.'

'Most student-facing services are expensive and of unsatisfactory quality. This includes on-campus cafeterias and other services, as well as accommodation facilities (laundrettes especially are exceptionally expensive, unreliable and poorly maintained).'

'Students' union is ridiculously overpriced. University acts as a business rather than school.'

'We are required to print a lot of A3 pages, multiple times a year for presentations and hand-ins. We also need to buy our own equipment and materials for model making. Furthermore, we have yearly international study trips which are also very over-priced. If we were to pay for the exact same trip ourselves, it usually works out to be roughly half the price that we pay to the university. This all adds up to be fairly expensive and can put students with lower incomes at a disadvantage to their classmates, as they miss opportunities and can't produce work to the best of their ability.'

Students on value for money and overall investment in HE

'I am in nearly £40,000 worth of debt and often wonder why I went to uni.'

'I don't see what my tuition fees are being spent on, other than the wages of professors and government workers. I see/feel no benefit from that money and receive bare minimum teaching.'

'Past generations received this education for free and people paid a third of the price merely a few years ago. Universities are becoming more like businesses than educational facilities and you should not be required to pay thousands of pounds to have an improved education. It's not accessible for all backgrounds.'

'A degree can open doors to better jobs, which should lead to a good salary, so the investment is definitely worth it.'

'For one to be put in a position where their contribution to making our world a better one is relevant enough that it requires high-quality education. Investing in higher education gives me this opportunity.'

'During the past two years of university I have had the opportunity to take on extra activities, whether that involves part-time jobs or an internship. The university offers a range of services that have helped me to gain further knowledge about the options I have for

after graduating at university, such as doing part-time job, internship or placement year. The careers fair that was arranged by the university has helped me to network with other employers to understand what their requirements are from an applicant/student and has helped me to understand how I can develop as a person to become that perfect candidate in the future to get a job.'

'International students are being used as cash cows to support a big chunk of the university's operational costs – but we were never given additional support to integrate into the local community, nor guidance on how to access local healthcare services.'

'I feel ripped off. They do the bare minimum and I honestly don't see where my money is going.'

'There is no chance I can pay back my loans as a mature student. The university experience has not been anywhere near as intellectually stimulating as I'd expected.'

'How my course was sold to me is not how it turned out. Much of the time I am learning by myself so unsure where my money is going. Resources such as special software and virtual learning were a big incentive of the course but we rarely have access to them.'



England vs. Scotland: do more Scottish students feel as though they're getting value for money?

Although the largest sample we collected was from students studying in England (5,685), we also collected a sample of 310 students studying in Scotland, so that we could make comparisons.

When we look at Scottish students' perceptions of their overall investment in higher education and compare them to students studying in England, the differences are stark: 70% of those studying in Scotland agree that it has been good value for money, compared to just over half (54%) of those in England.

More than half of the students studying in Scotland (53%) believe that other costs at their university represented good value for money, compared to only 39% of those studying at English institutions.

When we examine how informed students are about the overall costs of their degree, however, there are not any significant regional differences, suggesting that even though Scottish students are more satisfied with their investment, they have still faced unexpected charges. The open-text comments reveal the same worries as English students in terms of the costs of accommodation, textbooks, and the general costs of living.

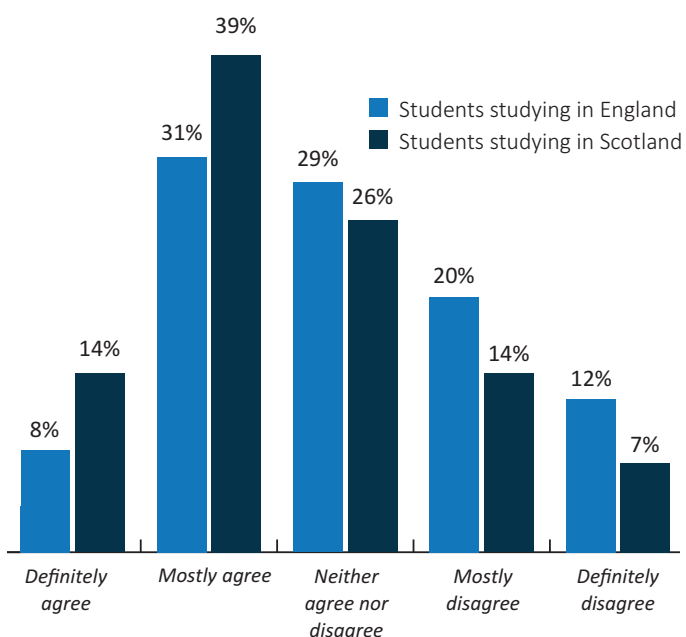
Students on the value of their tuition fee

'I had a great time at university and I wouldn't have had any of the experiences and made the friends I have without investing in higher education. However, when the Student's Union charge such high prices for food and nights out without putting the necessary safety measures in place to ensure everyone gets home or training staff appropriately in security roles, it makes it seem like a lot of money for the service and quality of care you receive.'

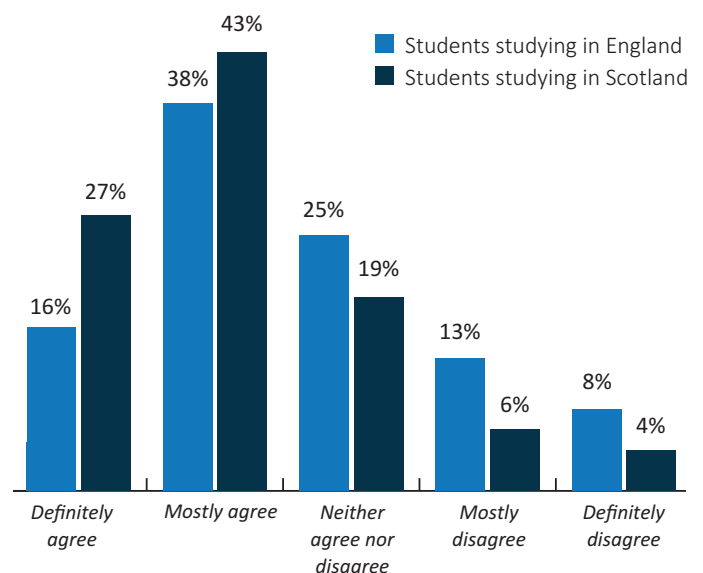
'For the degree it's good value because of the opportunities that are now open to you, but the process of getting the degree (ie the teaching) isn't always up to the standard.'

'The education I am currently pursuing will hopefully lead to a successful career. But I wonder whether university degrees in other countries, where tuition is a lot cheaper, provide the same opportunities...'

Other charges/fees/costs at my university represent/represented good value for money



Overall my investment in higher education represents/represented good value for money



Value for money at different types of provider

Alternative provision

As part of our sample, we collected responses from a small number of students from alternative providers and those engaged in distance learning. Their direct comments on value for money were enlightening.

These students seem to be divided: while they appreciate that the costs of their degree were lower, the comments show that there is a little understanding on what their money is being spent on. Students often cite a lack of support and not enough facilities to justify the costs.

Small and specialist providers

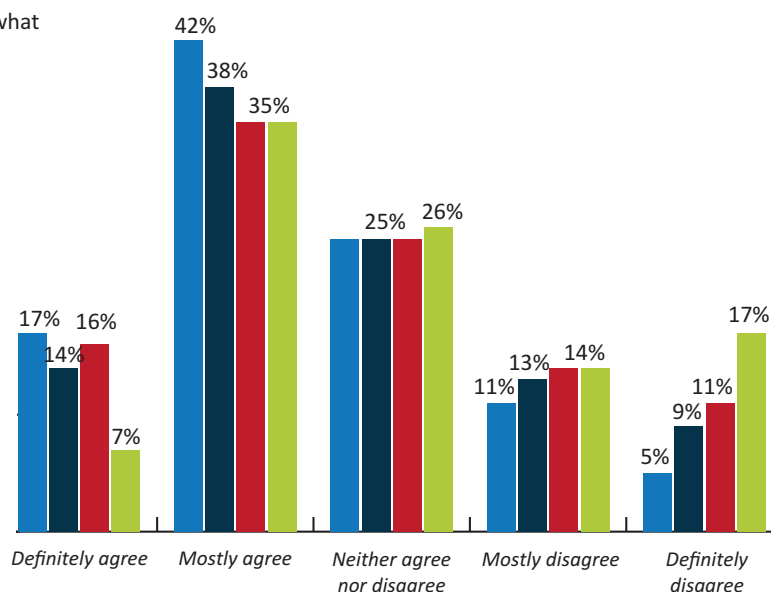
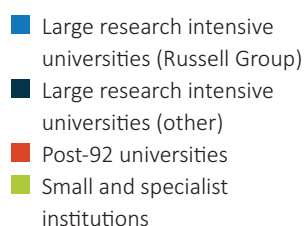
Our sample included responses from students attending a range of institutions and opinions are quite different depending on the type of institution attended.

Students from small and specialist providers are less likely to be satisfied with their overall investment in higher education: more than a third of these students (31%) believe that it was not good value for money, compared to 16% and 25% of their counterparts attending large research intensive (Russell Group) or post-92 institutions, respectively.

Almost half of small and specialist provider students (45%) do not think that they were prepared for how much everything would cost. The percentage is more than double compared to students attending large research intensive providers students (Russell Group) (19%).

Students often cite living costs being higher than expected, as well as a lack of support from their institutions. It suggests a gap between their expectations before starting their degree and what they have actually received.

Overall my investment in higher education represents/represented good value for money



Students on alternative provision

'It's difficult to value an education but, given the fees are comparable to other institutions yet the services available and quality of teaching are less than I have experienced at other institutions, I would say the value is certainly less than I have known elsewhere.'

'Everything is online. What are we paying for?'

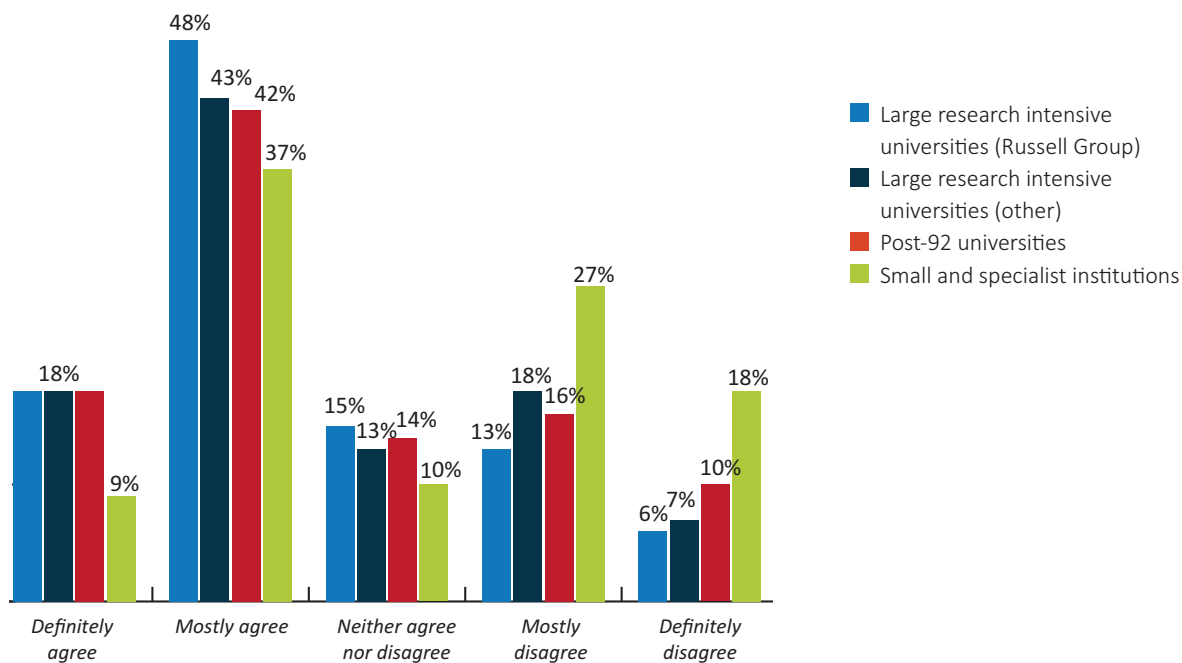
'Much cheaper than a brick built university, but I sometimes feel a bit frustrated with the quality of the learning materials and the assessment methods.'

'We need more support to students on their courses by providing face-to-face opportunities to discuss any issues and difficulties faced during studying, most importantly studying as a distance student. At this moment it feels like distance study is very stressful and there is no support, which causes stress and depression as we all like to achieve good marks.'

'The course was mis-sold to me, I have learned very little, haven't had the freedom to explore subjects I'm interested in and have no guarantee of attaining a job related to my course.'

'I don't yet feel confident that I'll be able to use my degree in a job after uni, and so far both the academic side and social side of uni haven't been as positive as I expected.'

I was informed of and prepared for how much everything would cost as a student at university



Students on additional costs

'I was in the first year of the increased tuition fees when I started my undergraduate. It was not made clear how much interest would accrue on my loan and the end figure was so much more than I had expected, living at home and borrowing as little as possible. I seriously costed out the fees for my masters and how I would fund myself through my course. This is why I work full time and study part time.'

'No support, advice or any type of intervention person was designated or made available to me. This support is available but nonetheless it certainly was not forthcoming and a lot had to be worked out for myself. This should be part of the induction on every course.'

'Repaying the loans was made to seem much worse than it was. However, my university is in an area with expensive housing and it was hard to compare with other universities and if I could afford it. The buses are also very expensive as students are now made to get a year pass and the service was cut so it is not good value for money.'

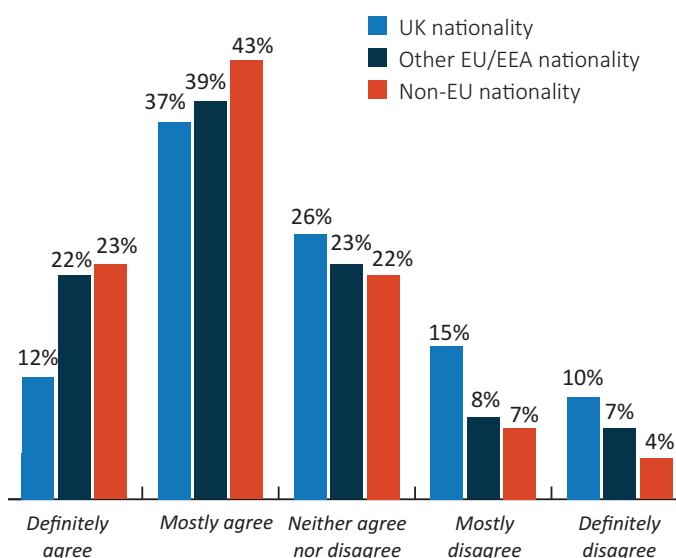
Value for students 'from all backgrounds': gender, ethnicity, socio-economic profile, and nationality

When we analyse how different groups of students perceive value for money and what is important to them, there are no significant differences in terms of gender or ethnicity. The highest fluctuations appear when we look at students' social profile. 58% of those that attended a private school believe that their overall investment in higher education has been good value for money, compared to only 50% of those that attended a state school. The same differences exist when we look at those that followed a traditional route to higher education (ie they studied for A levels) and those from a non-traditional route to higher education (ie foundation degree, BTEC or other).

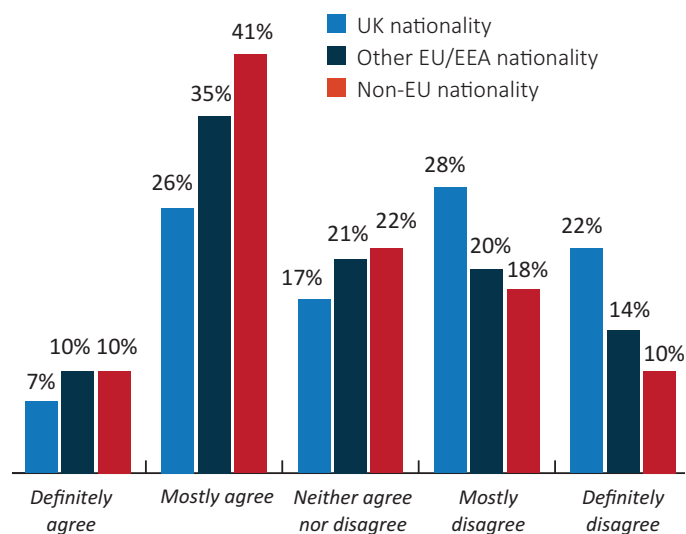
A similar gap exists when we look at fluctuations depending on a students' provider type. 59% of the students from large research intensive universities (Russell Group institutions) think that the investment has been good value for money, compared to only 50% of the students from post-92 universities.

When we look at nationality, UK students are the least likely to consider their investment as good value for money (49%), compared to 61% of the students from other EU countries and 66% of those from non-EU countries. Nationality is also an indicator of how students perceive the value of their tuition fees: only 33% of UK students believe that it represented good value for money, compared to 45% of other EU-national students and 51% of those from outside the EU.

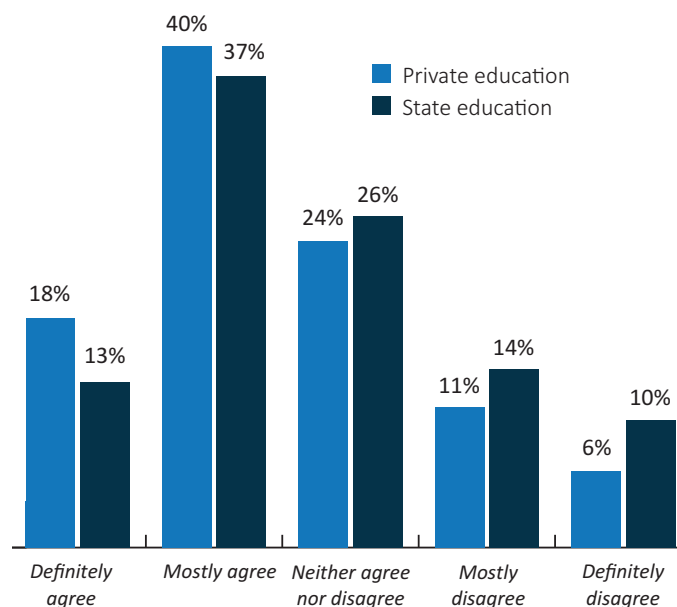
Overall my investment in higher education represents/represented good value for money



The tuition fee for my course represents/ represented good value for money



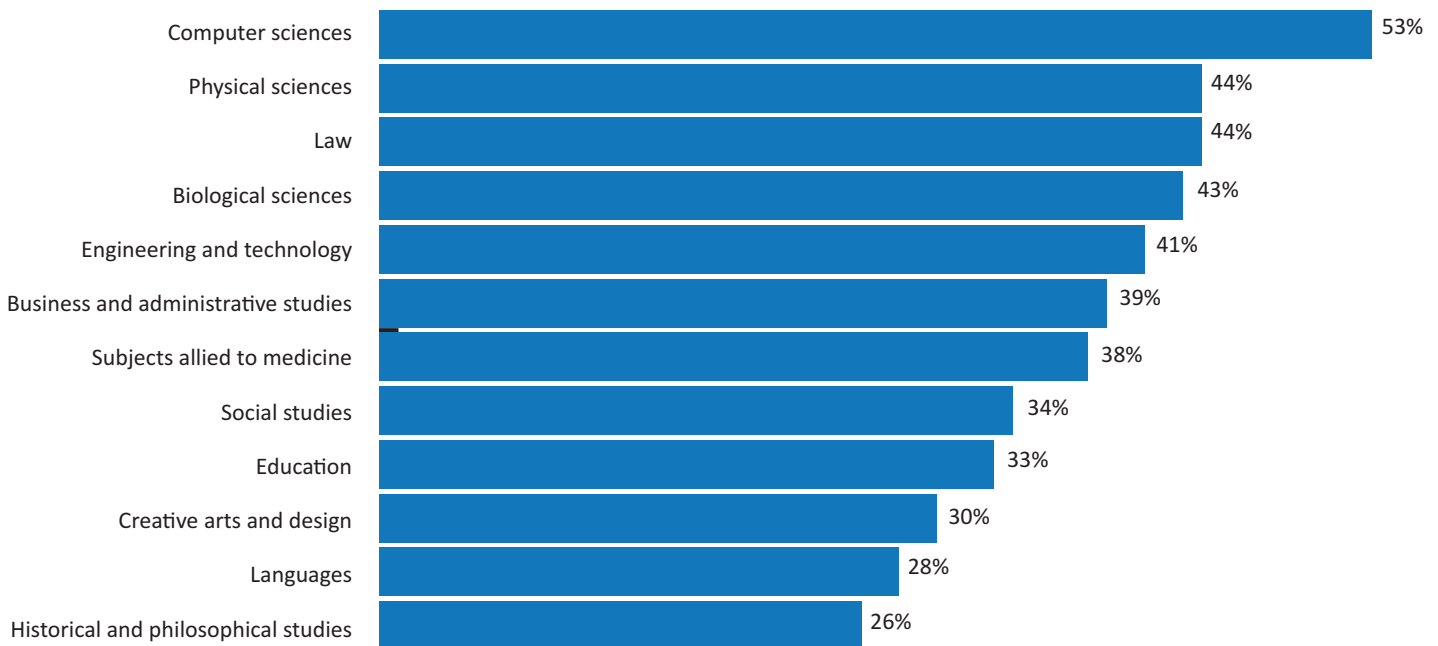
Overall my investment in higher education represents/represented good value for money



Does subject of study determine value for money?

A major factor that influences students' perception of their tuition fees is their subject of study. Computer science students and those doing physical sciences and law are the most likely to say that the tuition fees represented good value for money. At the other end, those doing historical and philosophical studies, languages and creative arts and design are least satisfied with the value they have received.

The tuition fees for my course represents/represented good value for money



What do students studying different subjects think of their tuition fee?

'As an arts student, I don't feel I receive £9,000 worth of contact time and resources. I currently have the equivalent of 5 hours per week contact time with staff. I have to purchase all of my own reading and printing materials. Although I have access to a lot of online material, I fail to see where my money has been spent other than on new campus development, staffing and subsidising degrees in other disciplines.'

'Chemistry is an expensive course to run. It actually costs more than £9,000 a year but is paid for by other courses.'

'Doing an economics course, I believe the graduate schemes available will overshadow the cost of the tuition fees. A career in

economics/finance has significant monetary benefits where the tuition fees are only a fraction of your potential lifetime earnings.'

'I have very few contact hours as an English and film student and so most of my work is independent. I am still required to pay for all my course books – which are mandatory for learning. Science students have labs, expensive equipment and many more contact hours. Personally I don't think I should be paying the same as them as they are paying for the use of specialist equipment; I am paying £9,250 for only 2–3 hour lectures a week and seminars. I feel we should pay less or at least some of our books should be subsidised. They are as essential to our learning as the special equipment is to a science student.'

Using students' tuition fees: what should fees fund?

Students' Unions involved in the design of the study suggested that students are particularly interested in cross subsidies. When we asked students to expand upon tuition fees and value for money in their own words, quite a few students suggested that 'tuition' fees may be something of a misnomer: the money students pay as a tuition fee goes towards a variety of different departments and services.

When we asked students what, in their opinion, should be funded by their tuition fees we found that they are very happy for their fees to go towards library resources, student welfare and IT resources (in that order), but they are not happy with their fees funding research outside of their subject area or teaching on other courses.

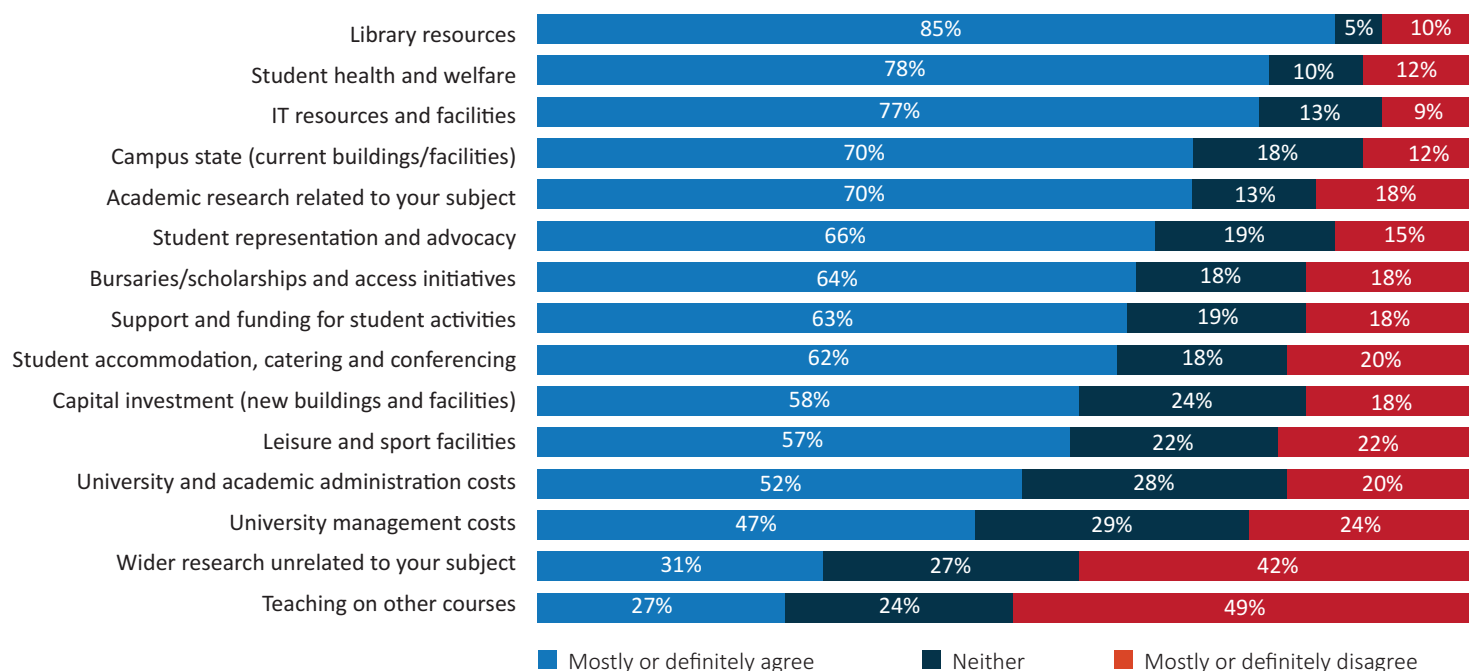
Students' Unions also suggested that students are surprised by what is and isn't included within the 'fee'— this varies hugely from course to course and provider to provider, and there is a suggestion that many students are surprised by additional costs. So, after identifying how students think their fees should be used, we then asked them to tell us whether they think individual costs should be paid for wholly by higher education providers, wholly by the student, or paid for partly by the student and partly by the provider (via subsidy).

In general, students seem to believe that examination resit fees and stationery should be wholly paid for by the student. The students think that every other cost on our list, however, should either be subsidised or wholly paid for by their higher education provider.

Furthermore, students say that placement travel, field trips, printing, leisure/sports and accommodation should be subsidised by the higher education provider; whereas the institution should be wholly responsible for paying for specialist software, DBS checks, final year project costs, core textbooks and professional association fees.

Socio-economic profile influences how comfortable students are about their fees being used to fund scholarships or bursaries: 72% of those eligible for means-tested funding agree that their fees should be used for access initiatives, compared to only 60% of those who are not eligible for means-tested funding. It is important to note that neither going to a state or private school nor the education levels of their parents/guardians has an impact on students' attitudes towards scholarships and bursaries.

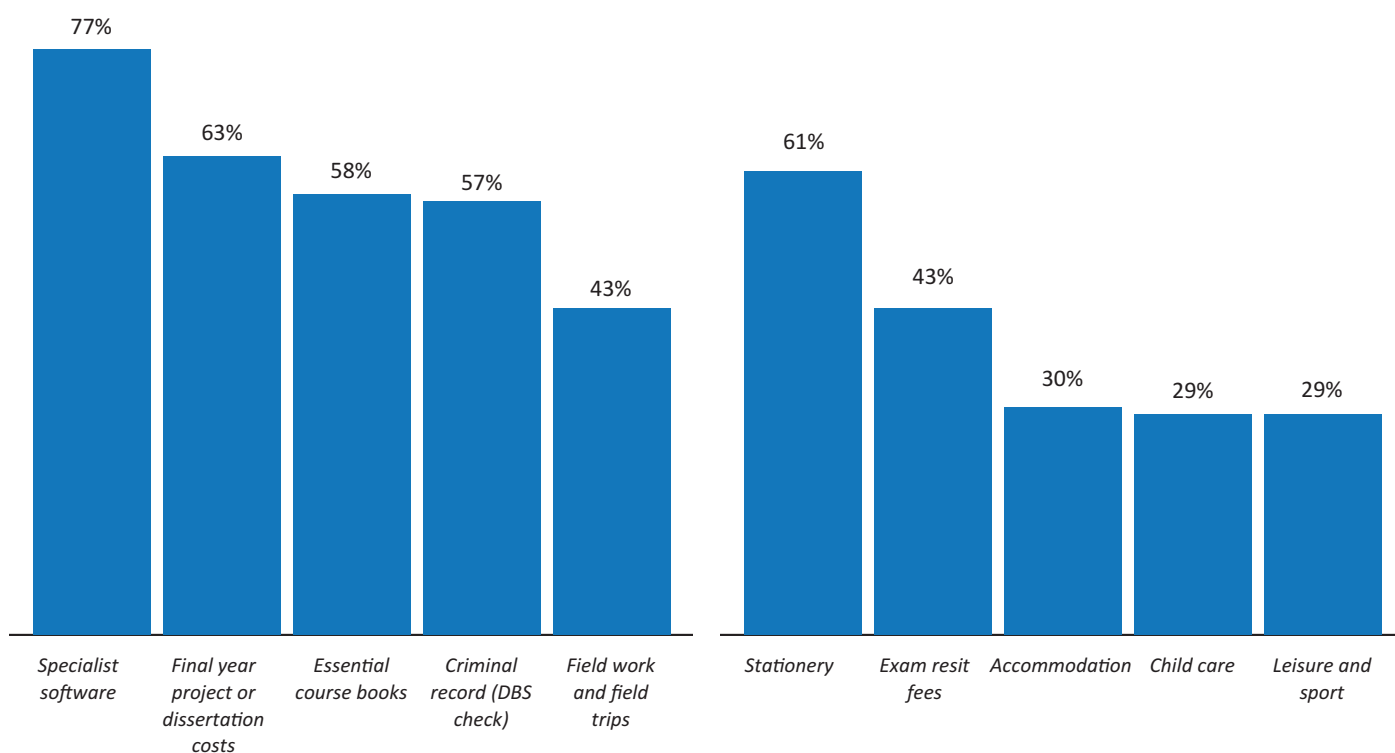
To what extent do you agree that your student fees should be used to fund the following:



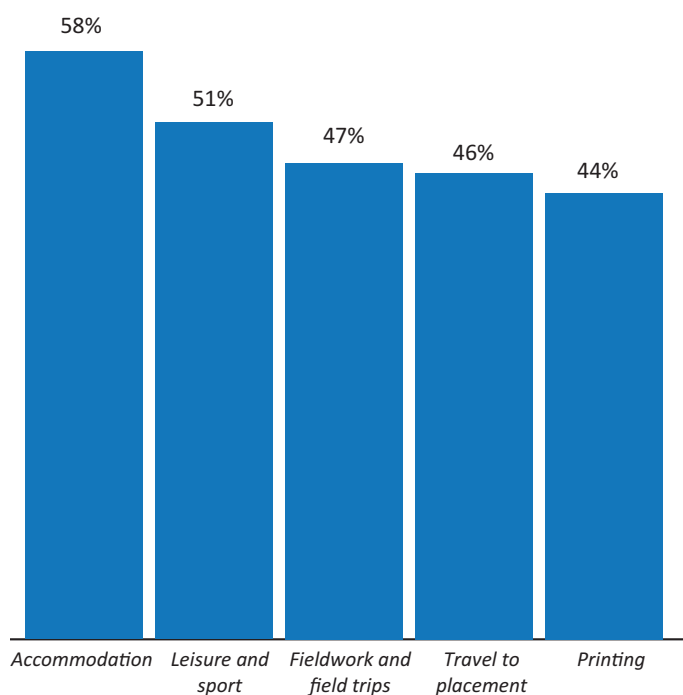
Who should cover these costs?

Entirely covered by the university (with money that comes from funding or student fees)

Entirely paid for by students (via upfront costs/ additional charges)



Partly subsidised by the university, partly paid for by students via upfront costs/charges



What does value for money mean to students?

Quality, inputs and outcomes

There are a number of things that can be measured within a provider—including inputs (like library spend or the staff:student ratio), quality (including perceptions from students) and outcomes (such as the graduate premium). The Teaching Excellence and Student Outcomes Framework (TEF), for example, features a mixture of these aspects. HEPI's 2017 Student Academic Experience survey has shown that perceptions of value for money are principally driven by students' views on the quality of the teaching that they receive.

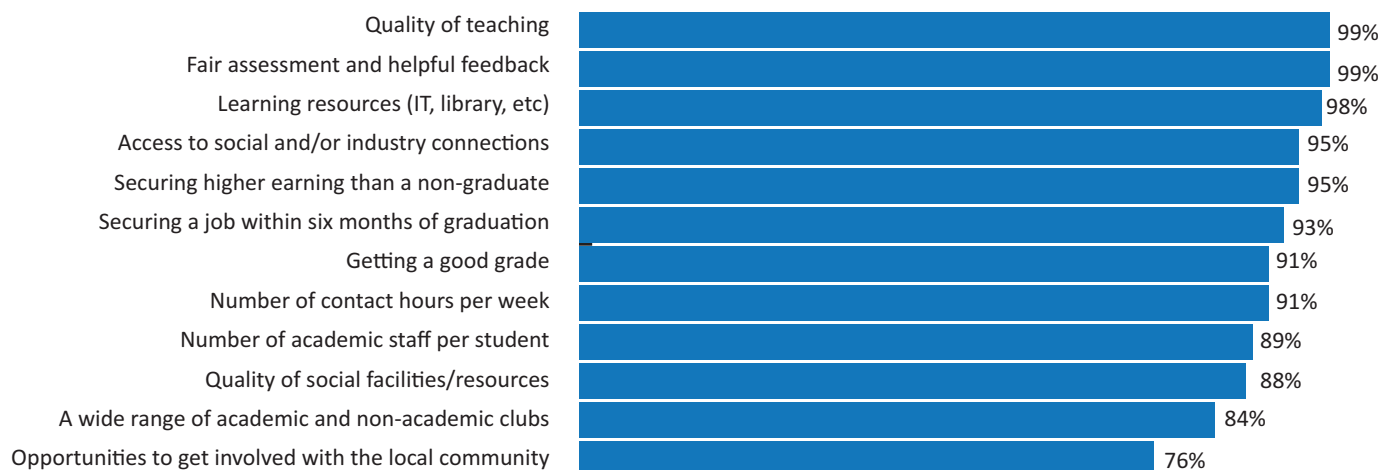
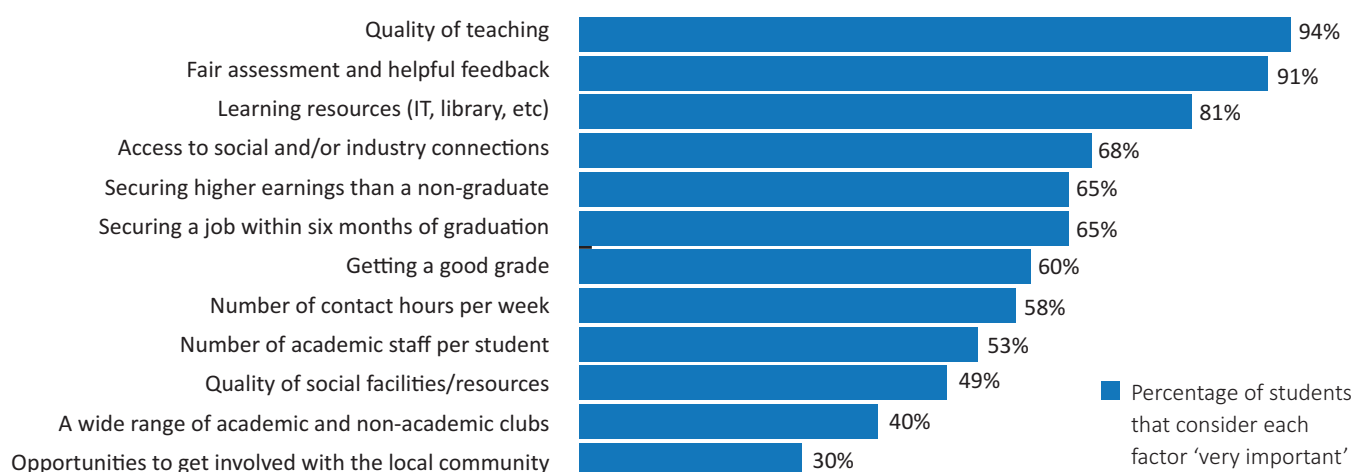
We asked students to assess different factors: quality, inputs and outcomes. In our survey, when students are asked how important different factors are for determining whether their university offers good value for money, the vast majority of students (94%) say that

'quality of teaching' is 'very important.' Fair assessment and feedback are 'very important' for 91% of our respondents.

When it comes to inputs, the percentage of students who say that the available resources (IT, library) were 'very important' is lower (81%), and contact hours lower still (58%).

Furthermore, we found that students are far more likely to consider quality and inputs measures as proxies of value for money, rather than thinking about the outcomes of getting a degree. Measures related to outcomes came lower on their priority list. Access to social and/or industry connections is 'very important' for 68% of our respondents, and 65% prioritise securing higher earnings than a non-graduate.

Which factors demonstrate value for money



Percentage of students that consider each factor 'very important' or 'somewhat important'

The priority list does not change when we look at school students or recent graduates. It is also consistent when we look at different groups of students.

This demonstrates that when assessing value for money, students think about graduate outcomes but place a higher priority on the services and resources provided by their higher education provider, and the graduate outcomes. However, it also shows that the former has priority, challenging some of the mainstream discourse regarding students' perception of higher education.

Students on what should their tuition fee should fund:

'Access is the key. I believe that once a person is aware of what is available they may be inspired or motivated to find a way to continue looking for better opportunities.'

'Access to the library, both on campus and the online resources, is one of the most important things on a degree that can be the difference between a pass and a fail.'

'Learning infrastructure is pivotal to a course and accessing costly learning resources for free is a major draw of being a part of a university.'

'Leisure and sport have a huge impact on quality of life. Rather than the strict focus on mental health services, invest in sport and leisure to reduce mental health issues. Universities should train us to become sustainable humans in the workforce and pay attention to health wellbeing.'

'One of the most important things to me is a good learning environment and an excellent library filled with good study spaces and resources. It just makes the academic experience at university so much better.'

'Sports and leisure are one of the most important aspects in university as students need to be healthy physically and emotionally.'

'Along with the funding for the course and research, activities and clubs and societies form an integral part of the enjoyment and experience of university. People can take a break from studies and enjoy time with people with similar interests to them – but those who can't afford certain aspects such as the competition payments etc end up missing out.'



Whether students were well informed, loan repayments

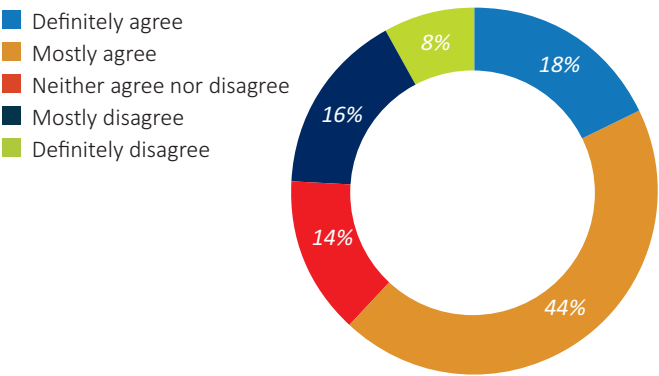
To analyse students’ perceptions of the value of their education, Students’ Unions indicated that it was necessary to investigate how much students were prepared for the costs associated with their degree. 24% of our respondents say that they were not informed or prepared for how much everything would cost as a student.

This is significant as it shows that a large minority of students did not have a complete picture of the costs they would face on their degree, and the qualitative comments suggest that this may have implications both for their academic performance and non-continuation.

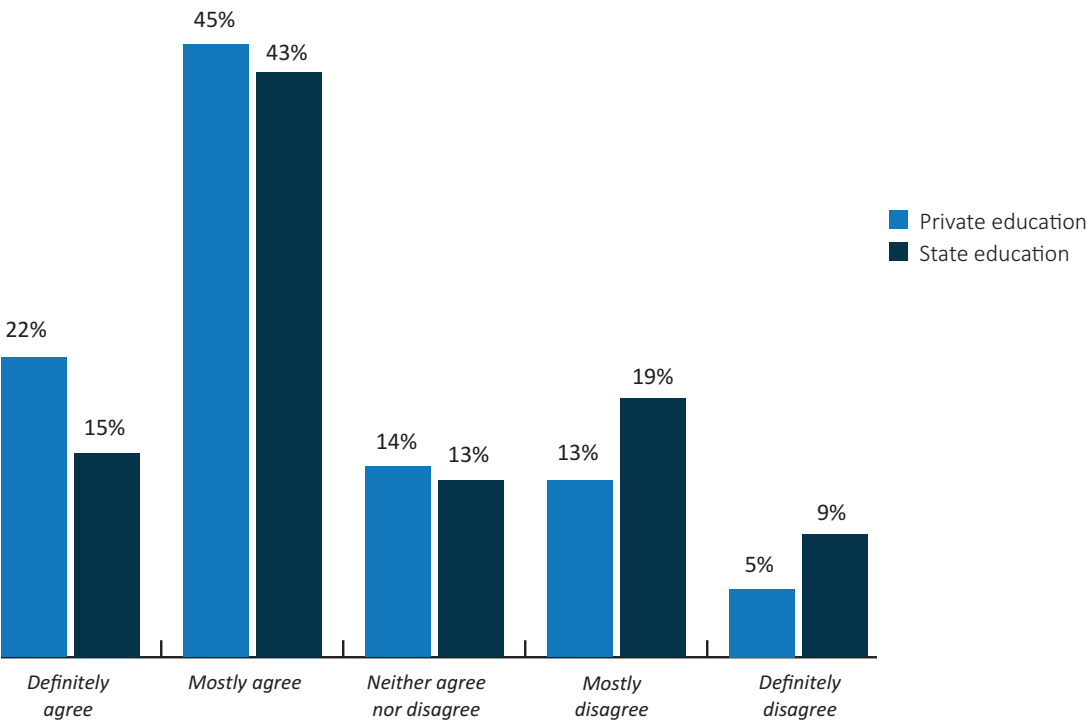
Socio-economic profile does slightly change how well informed students are about costs before going to university: 67% of privately educated students agreed that they were ‘informed and prepared’, while only 58% of state-educated students agreed.

In the qualitative comments, disagreement on costs preparedness and information had three main themes – lack of information on participation costs, a perception that costs levied by provider are unnecessary, and maintenance funding not covering costs. Agreement is related to clear information regarding direct costs, social capital factors (such as support from family) and access to information about the overall costs of participation.

I was informed of and prepared for how much everything would cost as a student at university



I was informed of and prepared for how much everything would cost as a student at university

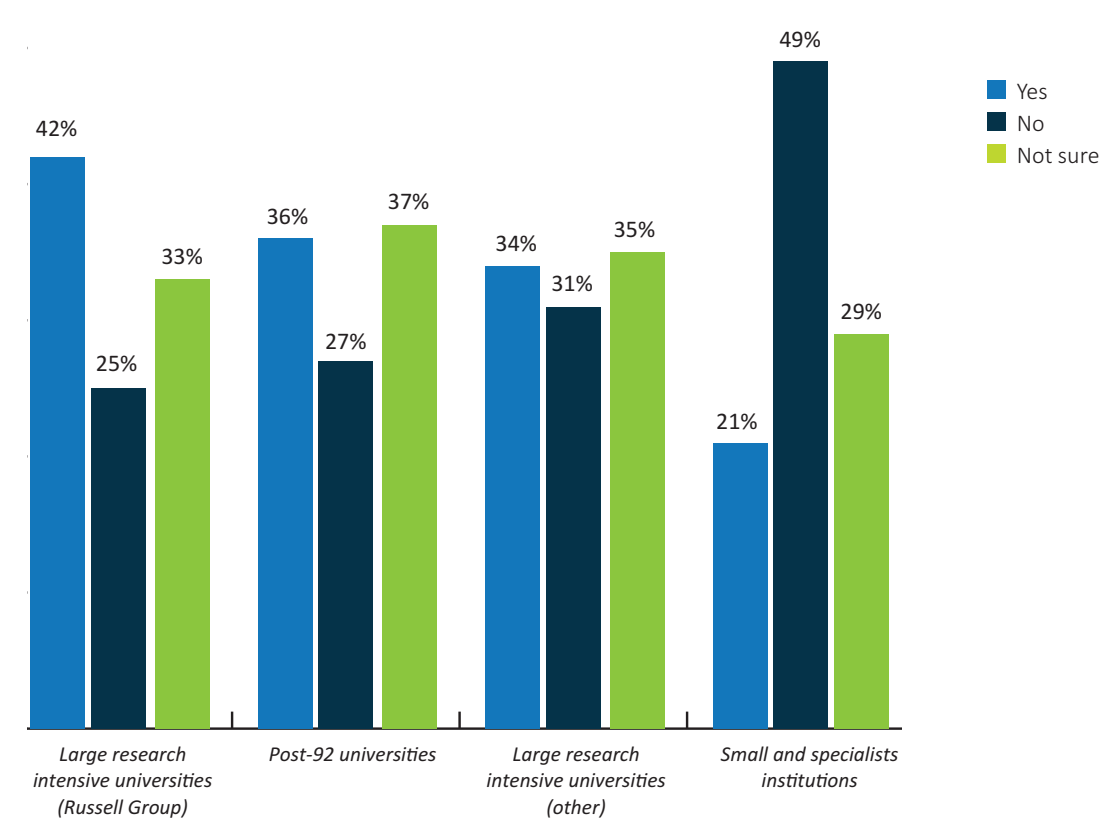


We also investigated students' confidence that they would repay any loans they've taken out for tuition or maintenance. When we asked students if they believe that they will repay their loan by the end of the repayment period, students are pessimistic: only 37% think that they will pay it and an additional 35% are unsure.

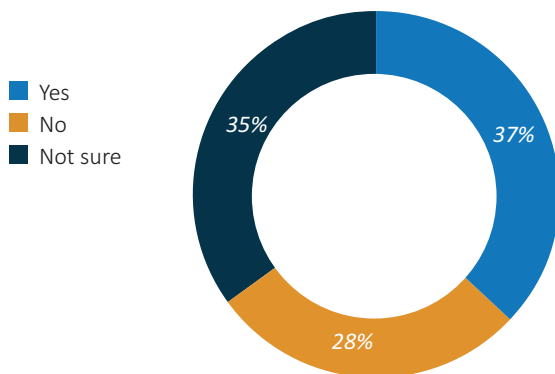
There are significant differences in terms of their level of confidence depending on students' profile. Students from private schools are the most confident about paying back their loan, 49% saying that they will, compared to 33% of those who have attended a state school.

42% of the students from research intensive institutions think that they will repay loans, compared to 36% of those attending post-92 institutions. This demonstrates a discrepancy between social profile and students' confidence in securing jobs that will allow them to repay the loans.

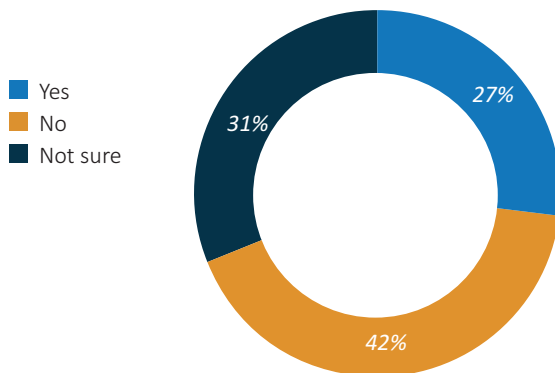
Do you expect to repay your loan by the end of the repayment period?
(The repayment period is 30 years, after which the loan will be written off.)



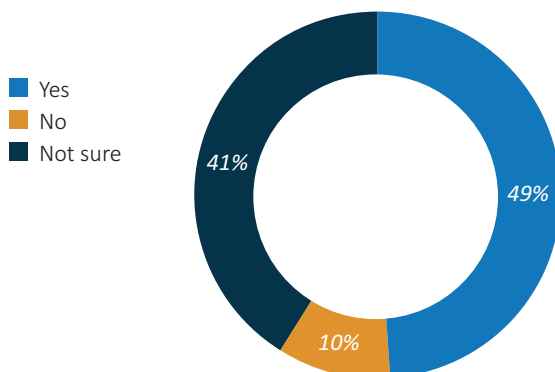
Do you expect to repay your loan by the end of the repayment period? (university students)



Do you expect to repay your loan by the end of the repayment period? (recent graduates)



Do you expect to repay your loan by the end of the repayment period? (school students)



Students on extra university costs

'At school I was always told 'everyone can afford to go to university'; however if your parents, like mine, earn just over the cut off point for loans it is actually quite unaffordable. [...]There isn't any support or warning about how expensive it all really is, and unless your parents are on very low wages you don't get any help whatsoever despite any other circumstances.'

'I'm quite surprised by how much I have learned throughout this survey. For example, I had no idea that my fees paid for research completely unrelated to my field of study. I don't think we were even told what our fees would pay for actually.'

'The course had additional costs for printing and binding of theses which were not mentioned. No further information was offered about living costs, travel expenses etc.'

'I was not told all the extra costs and how expensive activities from societies would be, which means I can't join many... How expensive books would be that are compulsory for the course we have to pay on our own.... How much accommodation outside of campus would be... there should be reduced schemes.'

'Although my student loan was received and covered my student accommodation rent, it failed to cover living costs and I had to get a part-time job in order to support myself. Which meant I was unable to concentrate solely on my studies alone[...].'

'If I had such support I would have been able to make more informed choices when selecting my course/modules. I feel that some things were purposely not said in the induction as staff knew that it would have deterred some students. But the knock-on effect was that after the first year students would leave or transfer to another university because the support that was promised was not there and tutors/lecturers can be very aggressive when being challenged as to the information they are giving.'



Improvements and solutions: making value for money in higher education more transparent

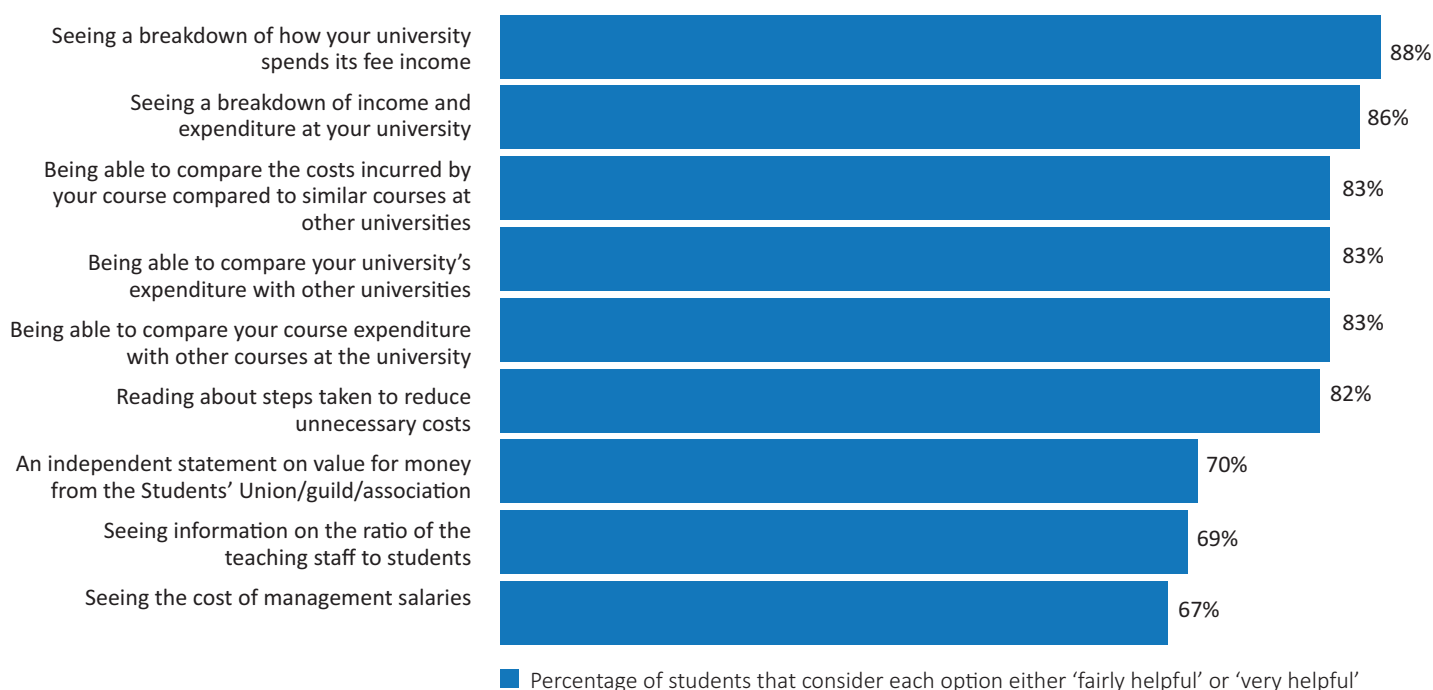
The OfS aims to promote transparency around securing value for money in what ministers have called a ‘transparency revolution’. Part of this initiative is to give students more information on how their providers spend their tuition fee money.

We asked students what type of information would be helpful to allow them to assess if their provider offers good value for money and the responses showed a strong support for transparency in a variety of forms. The most popular option was seeing a breakdown of how the provider spends its fee income (88%). 86% would like to see top-up information on the income and expenditure at their provider, while 83% of our respondents would find it helpful to compare the costs incurred by their course compared to other courses at other universities. The same percentage would like to be able to compare the provider’s expenditure with other courses at their provider.

Even the less popular options commanded significant support – being able to see information on the ratio of the teaching staff to students, for example, received 69% support. The least popular option was seeing the costs of management salaries – only 67% of students indicate that this would be helpful.

Students are strongly supportive of a range of transparency measures, particularly those that allow them to compare income and expenditure between different courses and different institutions.

How helpful would these factors be when assessing whether your university provides value for money?



Finally, we asked students if there is anything else that the Government or the higher education regulator could do to ensure that students receive value for money. In the qualitative comments revealed a range of themes. Some were extrinsic and related to

socioeconomics, student profile, course type; as well as the overall funding model and fees review. Some were regulatory in nature suggesting actions for the OfS, but many were within a providers' sphere of influence and control.

Can you think of anything else the government or the higher education regulator could do to ensure that students receive value for money?

'Actually listen to what we have to say, rather than pretending to, and take it seriously, take it on board. We're the future of this place, our say should matter. And not expect our parents to spend the money they have earned to constantly help us just make it through the week. I always feel so much guilt when I need to turn to my parents for help because just paying rent puts me hundreds and hundreds into my overdraft so I struggle to afford food.'

'Allow students to have more of a say on investments – eg make universities consult the student body on investments like new buildings/maintenance which sometimes seem unnecessary/overpriced.'

'[...]Appoint a HEFCE/Office for Students student rep at each university to be visible and report on how students feel about value for money. Put a question about value for money in the NSS.'

'If people are passionate about their degree they shouldn't be put off because one degree is cheaper than the other, so we should be wary about this. I am aware a science degree costs a lot more than a languages degree. I worry that it will put people off doing what they love out of fear of not getting the best value for money. But I still think we should know clearly what we are actually getting for our money. It's a difficult situation.'

'Allow students to complete an annual survey for every year they spend at university, where they are able to express their views on the course studied, the university attended, the support received and the costs incurred in their studies. The survey should be submitted to both the university involved and the higher education regulator, so that immediate actions can be taken in case the overall satisfaction of students is below average. In this way, students are able to judge if any improvements have been made throughout their course of studies and hence if their suggestions have been taken into consideration, thus hopefully improving their overall university experience.'

'Just try and be as transparent as possible with the students. I have no idea what my £9,000-a-year tuition is going towards and I feel like the popular opinion of universities is that they are just taking these tuition fees and pocketing them without using any of it for investment into the university.'

'Stop assuming that the only reason students go to uni is to get a job that earns them lots of money! There are lots of things that provide value for money that are not about money itself. Personal

development and growth, becoming a more engaged citizen and having more knowledge are also good outcomes of HE and getting these things from your experience also provide "value for money".'

'Reducing highly paid, unrealistic management costs with the distribution of these savings going to those in greater need, ie the students who need to work to provide an income in supporting their studies.'

'Regular updates on the investment projects, improvements across the university both in facilities and staff, accreditation by industry bodies, data for employability of students, and employer networks with the university are some suggestions that present a clear evidence the university will provide a good value for money. At the end of the day it is the quality of the education that we receive and the better life that it offers us that determine our decisions and satisfaction with our choice.'

'Regular independent checks on the standards of teaching and facilities. Facilities are poor because the money is not invested to maintain buildings properly.'

'Should stop referring to education as a value for money item. Education should not be commodified.'

'Showing us where our money would go or for us to choose where our money goes, so a fixed fee that everyone has to pay but you can choose where some of it goes so that you can have a bit more control.'

'The government could reduce the costs of tuition fees to match the university guidelines and teaching that they provide. also to improve value for money I think that the universities could give a breakdown of the cost of where the tuition fees go because at the moment no one knows how their money is being utilised. Also universities should provide help for families on a lower income even if students are getting student finance payments because it is a big strain to only work with what student finance gives out.'

'Value for money is the incorrect measure for university. It does not reflect the true value of university, which is unquantifiable, cultural, and social, as well as economic. Tuition fees should be removed and universities given more central funding from government so the cost does not fall on individual students. Cost should never be a barrier to access. And students should not be focused on taking courses that offer 'value for money' or jobs, but on courses that they enjoy and which add to our collective wellbeing and development.'

SU Officers' response to the research: issues to consider

*Written by Joe Cox, Middlesex SU Officer
& Mary Leishman, UEA SU Officer*



As is made clear in the introduction, the purpose of this research project was not to definitively answer the question of what 'value for money' means in higher education but, rather, to explore value for money from the student perspective. We are also conscious that the OfS is a new regulator with a developing agenda, and that by the time this work is published the government will have launched a review of tertiary provider fees and funding.

We nonetheless think it is important that providers (and their Students' Unions), the OfS (particularly its student panel) and the government considers the results and responds appropriately with action or further interrogation.

Objective 4: that all students, from all backgrounds, receive value for money

(Source: The Office for Students Regulatory Framework, Regulatory Framework Consultation, 2017)

Providers have a responsibility to ensure that students are able to secure value for money for their investment in their education, just as students have a responsibility to engage with their own learning and take the opportunities higher education offers.

Value for money runs through all of the risks highlighted, from whether a student receives a good quality education through to the ongoing value of the qualification they achieve.

The OfS will also act on individual issues where there are concerns that value for money for students is not being delivered across the sector, working where appropriate with sector bodies, government or both.



Issues to consider

What matters: When assessing value for money, students do consider outcomes measures like the graduate premium, but consider quality measures such as teaching quality to be more important – because while the responsibility for achieving outcomes is shared between students, providers and others, only the provider is responsible for its quality. It would appear that a simplistic link between ‘price’ and a basket of the extrinsic factors would not help students to believe they had value for money.

Overall perceptions: It is clear that students are concerned about, and not confident about, the value for money they are receiving, either from their tuition fees or other charges levied by providers. These become more acute for different groups, but do ease when considering overall investment in higher education. The national debate will focus on home undergraduate fees, but the survey demonstrates that students are worried about where funding goes regardless of whether they are home undergraduates that have taken out a loan or not; and that they are concerned about efficiency, cross subsidy and transparency regardless of the wider design of the student finance system.

Dissatisfaction: There is a strong sense in the comments that there are hygiene factors – where dissatisfaction is related to inputs and quality, that need to be addressed before students focus on motivator factors such as outcomes. It is also clear that given students’ fees fund more than just ‘tuition’, they need to understand expenditure on academic services, non-academic services, and cross subsidies.

Cross subsidies: It is not surprising that students are more comfortable with their fees being spent on provision that directly impacts them, less comfortable with centralised costs and even less with provision related to other academic subjects. But results do suggest that not knowing where money goes or not being able to compare expenditure is the biggest issue that vexes students. We believe that active consideration should be given to developing transparency that makes sense to students, uncovers inefficiency and encourages providers to offer better ‘value’ whatever the fee (and whoever it is paid by).

Other charges: Fees are not the only financial transaction between a student and a provider where there is a value for money concern – not least, for example, because there are some providers where ‘printing’ is provided for free, some where some is and others where none is. Students we talk to have a desire for action to be taken in relation to all of their financial transactions with providers; and it is in the interests of applicants and students that we consider the comparative clarity of regulation on fee limits when compared to the lack of clarity on what is and is not **included** at a given provider in the fees.

Unanticipated charges: The research demonstrates that the sector still has some way to go in being able to appropriately prepare students about the total cost of participation in higher education. This is not just about information or external maintenance support – some of these costs are within providers’ control, so we believe that consideration should be given to the way in which these might be reduced at every level, from reading lists to accommodation costs. This is more acute for students from a widening participation background and could also be an issue for access and participation planning. We are not convinced that providers should be able to profit from their own charges and services to students given their dominant market position.

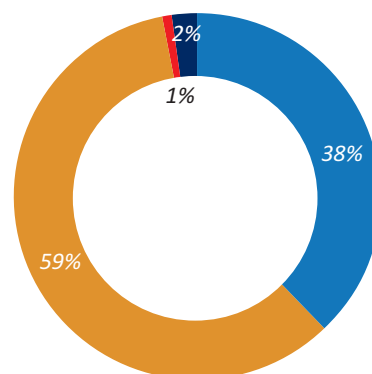
Engagement: Free text comments in the research suggest that students are passionate and engaged in the issue of value for money. They have strong opinions and interesting ideas that could be applied by the government, the OfS and providers. We think that it is crucial, as this agenda develops, that students are engaged as partners in ongoing efforts to improve both actual and perceived value for money – and that students are able to scrutinise and influence where their money is going.

Profile of respondents



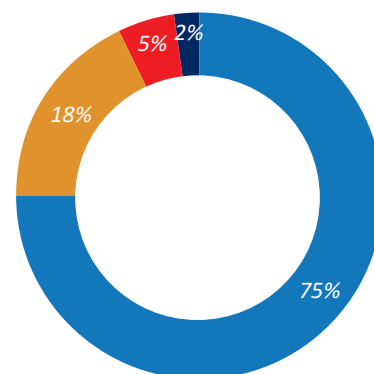
Gender

- Male
- Female
- In another way
- Prefer not to say



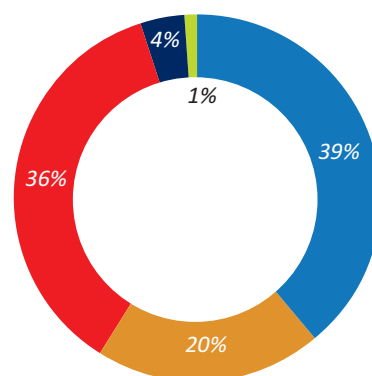
Course type

- Undergraduate degree
- Postgraduate taught degree
- Postgraduate research degree
- Foundation degree

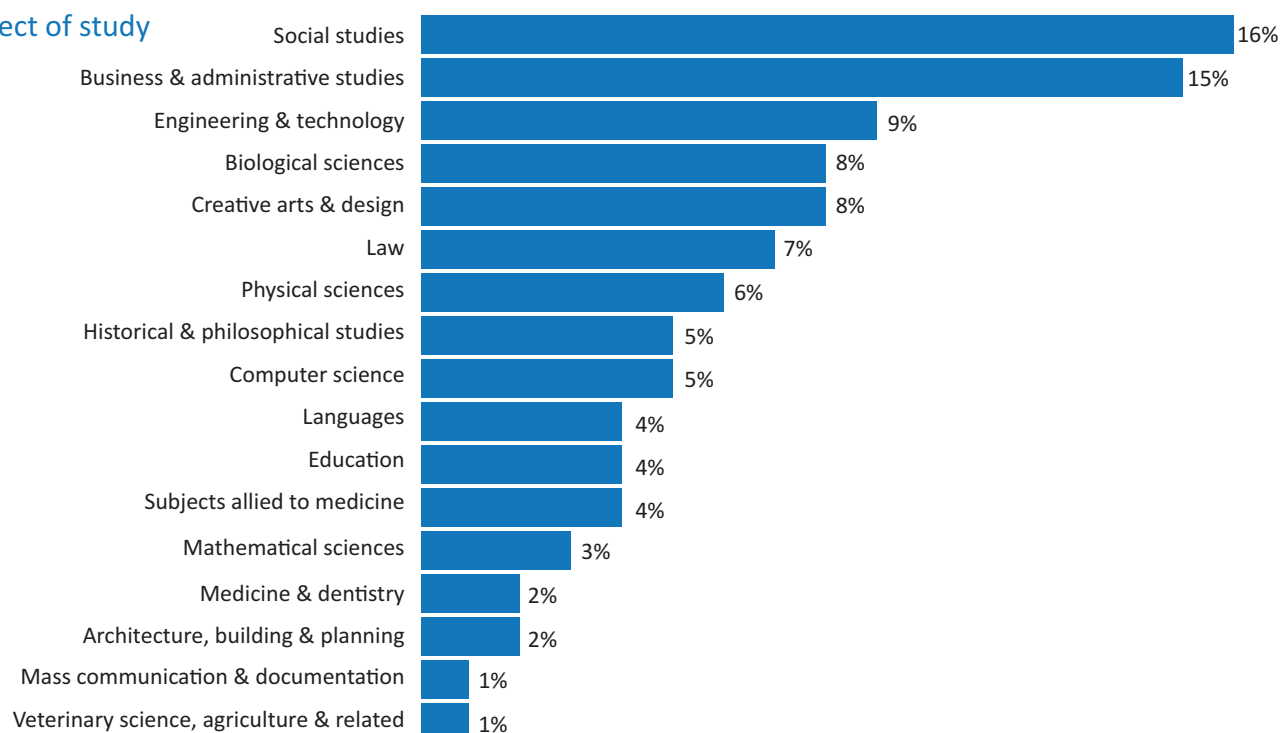


Type of provider

- Large research intensive universities (Russell Group)
- Large research intensive universities (other)
- Post-92
- Small and specialist providers
- Alternative providers



Subject of study



HE institutions by provider type

Large research intensive universities (Russell Group institutions)	Large research intensive universities (other)	Small and specialists institutions	Post-92 universities	
Imperial College London King's College London School of Economics Queen Mary, University of London University College London Durham University Newcastle University University of Birmingham University of Bristol University of Cambridge University of Exeter University of Leeds University of Liverpool University of Manchester University of Nottingham University of Oxford University of Sheffield University of Southampton University of Warwick University of York	Birkbeck, University of London City University Goldsmiths College Royal Holloway University SOAS, University of London Aston University Brunel University Keele University Lancaster University Loughborough University Queen Margaret University University of Bath University of East Anglia University of Essex University of Hull University of Kent University of Leicester University of Reading University of Surrey University of Sussex	St Marys University, Twickenham Arts University Bournemouth Bath Spa University Bishop Grosseteste University Falmouth University Hartpury College Norwich University of the Arts Royal Agricultural University University College Birmingham Southampton Solent UCA (The University for Creative Arts) University of Chichester University of Winchester University of Worcester York St John University	Kingston University London Metropolitan University London South Bank University Middlesex University University of East London University of Greenwich University of West London University of Westminster Anglia Ruskin University Birmingham City University Bournemouth University Buckinghamshire New University Canterbury Christ Church University Coventry University De Montfort University Edge Hill University Leeds Beckett University Liverpool Hope University Liverpool John Moores University Manchester Metropolitan University Northumbria University Nottingham Trent University	Oxford Brookes University Sheffield Hallam University Staffordshire University Teesside University University of Bedfordshire University of Bolton University of Bradford University of Brighton University of Central Lancashire University of Chester University of Derby University of Gloucestershire University of Hertfordshire University of Huddersfield University of Lincoln University of Northampton University of Plymouth University of Portsmouth University of Roehampton University of Salford University of Sunderland University of the West of England University of Wolverhampton

Please note that this report focuses on students studying in England, unless otherwise specified.



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University Level Student Representation, Engagement and Partnership

Approved both by Senate and University Council

DRAFT as at January 2018

1. Principles

The UEA Plan states that we will build a strong, rewarding partnership between students and staff at all levels, recognising that educational outcomes are co-produced with students and capturing the positive, powerful impact that students can have over the development of their education at UEA. The Students' Union will be supported by the University in arranging for student input into policy development and review activity in the formative stages of decision making. The University and Students' Union agree that students are entitled to representation when decisions or preparations are made that have bearing on their courses or programmes or the experience of students.

2. Framework

2.1. The full-time officers of the Students' Union will be given the opportunity at least twice a year to meet with the Vice Chancellor and the Executive Team and are provided with opportunities for regular contact with them, individually and collectively, throughout the year to discuss key issues. For example, opportunities for discussion are provided at ET working lunches (July and January), VC Liaison meetings (4 per year), pre-Council briefings with the VC, VC breakfasts with students, monthly meetings with the PVC (Academic) for the relevant Education Officers, and agenda setting meetings for Student Experience Committee.

2.2. Where a formal University Committee is created or a University level executive or working group is formed, the chair will give active consideration as to the appropriateness of Students' Union membership and the decision and justification communicated to the Union and VCO. Where issues are discussed that affect the student experience that do not have student representation, the Students' Union will be consulted or involved in good time

2.3. At formal University committees, other than Council and Senate, agreed student representatives will act as members, and will normally be accompanied by a member of Students' Union staff (in attendance, but not as a committee member) to provide support.

2.4. For all student facing (professional) services and projects, there is a commitment to regularly consult with students and involve their representatives in decision making, planning, performance review and service provision changes. The Students' Union and University will regularly discuss and agree detailed arrangements to this end.

3. Student representation

3.1. The Union and University will annually review ongoing University level committees, executives and working groups, and bring forward proposals of changes in membership on academic committees to LTC for recommendation to Senate and for non-academic committees bring forward proposals for consideration by the Registrar and Secretary (for approval at Council as appropriate).

3.2. The membership of University Council, the University's Governing Body, has two student representatives. Each year, the Students' Union will recommend two of their full-time officers as members of University Council. University Council requirements necessitate strict confidentiality and student members will not be able to seek support from the Students' Union and are referred to the Director of Finance, Governance and Planning for support in preparation for meetings. The Union will present two reports each year to the Council- one on its operations, and the other on the views of students on the institution.

3.3. The membership of University Senate, the University's most senior academic committee, has three student representatives. Each year the Students' Union will recommend three of their full-time officers as members of Senate. University Senate requirements necessitate strict confidentiality and student members will not be able to seek support from the Students' Union and are referred to the Director of Student and Academic Services for support.

3.4. Senate considers membership, including student representation, of all its sub-committee on an annual basis each June.

- Learning and Teaching Committee
- Student Experience Committee
- Student Affairs Group
- Widening Participation Committee
- Faculty Learning and Teaching Committees
- Senate Student Discipline Committee
- Senate Student Discipline Appeals Committee

- Postgraduate Research Student Executive
- Honorary Degrees and Awards Committee
- Student Sport and Physical Activity Committee

- 3.5. The Registrar and Secretary, on behalf of the Executive Team considers student representation on working groups and Executives that report to the Executive Team, including for example:
- ISSC
 - ISSC Education Board
 - ISD Research Board
 - ISSC Library Forum
 - ISSC IT Forum
 - Sustainability Board
- 3.6. The Registrar and Secretary, as secretary of Council, will consider and take forward membership issues relating to the sub-committees of Council, including
- The Equality and Diversity Committee
- 3.7. At executive groups and working groups Students' Union Officers or staff may be invited to be members as appropriate and agreed. In 2018/18 the list includes:
- Learning and Teaching Spaces Working Group
 - Internationalisation Executive
 - Employability Executive
 - Degree Apprenticeships Working Group
 - Student Safety group
 - Prevent Group
 - Student Financial Support group
 - Space for Faith Working Group
 - Access all areas Group
 - Parking Appeals Committee
 - Changing the Culture Working group
- 3.8. There are a number of other task and finish style working groups established by Committees, for example the Learning and Teaching Committee, to review specific policies as part of the periodic review process and where these impact upon the student experience these include student representation.
- 3.9. Student representatives are not members nor attend the following committees or management groups.
- 3.9.1. Various sub-committees of Council
- Academic-Related Staff Review Committee
 - Audit Committee
 - Finance Committee
 - Governance Committee
 - Sainsbury Centre Board
 - Senior Officers Remuneration Committee
- 3.9.2. Various sub-committees of Senate
- Honorary Appointments Committee
 - University Promotions Committee
- 3.9.3. Other
- Executive Team (advises the VC)
 - ARM Executive (advises the PVC Academic)
 - Registrar's Management Team (direct management reports)
 - Faculty Executives (see note below)
 - University Health and Safety Executive and sub-committees
 - Space Management Group (student representation comes via LTSWG)
- 3.10. The Standing Orders of Boards of School state that membership should include at least one representative drawn from each major level of study at which the school delivers programmes (i.e. undergraduate, postgraduate taught and/or postgraduate research) nominated by the Staff-Student Liaison Committee of the School from within its number. The expectation is that one of the representative places would be taken by the elected School Convenor who co-chairs the SSLC.

3.11. Faculty Learning and Teaching Quality Committees have student representation. Faculty Executives do not have student representation and the Faculty Pro Vice Chancellor has responsibility for ensuring that the student body is appropriately consulted in the development of learning and teaching strategy.

4. Operational detail

- 4.1. All Student Officers and Students' Union staff will be required to observe any confidentiality policies that apply to papers or discussions at meetings.
- 4.2. The Union will be responsible for organising and supporting both undergraduate and postgraduate student membership of key bodies in the University.
- 4.3. Where the Union arranges for student membership of University bodies, appropriate support and notice will be given by the University. The Union will disseminate opportunities to students and provide support and training to student representatives.
- 4.4. The Union will endeavour to both gather feedback from students on key committee issues and to aid the University in disseminating the results and outcomes of discussions taking place at University Committees, and which are of interest to students, when it is timely to do so.
- 4.5. The Union will participate in agenda and issue planning with Committee chairs at the start of each academic year to ensure that there is sufficient notice of key issues and the opportunity to undertake consultation and research where appropriate.
- 4.6. Regular informal meetings and catch ups will take place between key members of University staff and SU staff / student officers as appropriate.

UEA Students' Union Student Officer Election Results 2018

Commenting on the result, SU Returning Officer Michael Wigg said

"At the start of this election we figured that a combo of snow, industrial action and an early Easter might see a low turnout. But I'm thrilled that the SU beat its previous turnout record against the odds, which is testament to the fantastic campaigns run by the candidates. It's tough putting yourself out there, so I'd like to congratulate all the candidates- winners and losers- on a hard fought and exciting election.

"After Easter there's a chance for everyone else in the student body to get involved- boards that oversee the shop and the LCR, course reps, paid school and faculty convenors, SU committees and committees of clubs and societies will all be open for election, and I'd encourage everyone returning to UEA next year to keep an eye open and throw their hat in the ring- details will go live on uea.su before Easter"

Overall turnout in the 2018 election was 3,779, representing **20%** of the student population. This was the highest voter turnout in UEA's history.

The results of the elections are below.

Undergraduate Education Officer - Jenna Chapman

Postgraduate Education Officer - Martin Marko

Campaigns and Democracy Officer - Sophie Atherton

Welfare, Community and Diversity - Georgina Burchell

Activities & Opportunities Officer - Oli Gray

Non-Portfolio Officers - Henry Bowen, Thai Braddick

50% of the Non-Portfolio places are reserved for women, so two counts were conducted: one with only Women+ candidates, and one with all remaining candidates.

- **Count 1 (Women's+ Places)** - Zoë Freeman, Chloe Crowther
- **Count 2 (Open Places)** - Henry Bowen, Thai Braddick

Ethical Issues Officer - Rob Klim

Women's Officer - Amy Atkinson

Students with Disabilities Officer - Hannah Murgatroyd

LGBT+ Officer (Open Place) - Liam Deary

LGBT+ Officer (Trans and Non-Binary Place) - Evie Toseland

International Students' Officer (EU) - Borja Martin Simon

International Students' Officer (non-EU) - Mohaned Alhasan

Mature Students' Officer - Diem-Sylvan Von-Pratt

UEA
votes

lead change

uea.vote

**THIS BOOK IS
FULL OF IDEAS,
MANIFESTOS,
VIEWS,
CANDIDATES
LEADERS**

SU

why:

The SU is a democratic, member led organisation which changes every year. We're led by our members at every level of the SU, from student staff in our bars, through to elected representatives that sit on our Trustee Board – the panel that looks after the charity from a financial and legal perspective. Throughout the year there are loads of opportunities to get involved with our Lead Change programme and the people who are in this booklet have put themselves forward to become an elected officer.

These students will be the ones leading the SU next year as full and part-time officers, and help determine what kind of events, campaigns, opportunities, and initiatives will be available to you and your friends.

The best part? You can transform the SU as well. Those people will be the ones to represent your concerns and ideas, and by casting your vote you decide who is going to do it.

Voting in the SU elections is not just an expression of preference, it is your chance to act, express your views and ideas, and make a change. The SU exists to make your experience as a student unforgettable, by providing a space and the opportunities for you to grow individually and professionally and have fun in the process. Casting your vote is essential so that you really have a say on the SU, what kinds of campaigns or improvements you want to see next in your community, whether it is the SU, the university, the city or on a national scale. Your vote states your priorities, your aims and your thoughts.

Don't miss out on your chance to be counted: vote for your preferred candidates, and don't miss the other opportunities to Lead Change throughout the year.

how:

Voting is simple and you can even do it on your phone! As a SU we use a voting method called Single Transferable Voting.

When you vote in the SU elections, you are asked to place a number by the candidate(s) in order of preference, 1 being your first choice. You don't have to give a preference to all of the candidates if you don't want to, but by doing so it means if your first choice doesn't get elected, you still have a say over who wins. The idea is that if your first choice candidate withdraws or doesn't get enough votes your second preference vote will be then transferred to your next preference.

This gives you as voters more choice and decision making power, and also means that fewer votes get 'wasted' in the process and a winner can be determined more easily.

All elections have Re-Open Nominations as a candidate, you can choose this option as your first preference if you think none of the candidates are suitable, or you can put it after your other choices. If Re-Open Nominations wins an election, the entire process starts again, so we'll re-open the opportunity for you to nominate yourself.

Elections for roles listed in purple are only open to students who self-define into the appropriate categories, for example only LGBT+ students can vote for the LGBT+ officers. If you need to update your self-definitions, head to uea.su/profile.

You can vote at uea.vote, or at any of the voting stations around campus until 12.00, Tue 6th March.

Activities and Opportunities:

Sports. Societies. Opportunities.

Makes sure clubs and societies help students develop and feel happy and healthy

Works with the students to make sure clubs and societies are what students want

Makes sure University sports and co-curricular activities are well supported

Campaigns and Democracy:

Democracy. Campaigns. Action.

Campaigns on big issues that affect students

Makes sure students make the big decisions within the SU

Oversees the SU's commercial activity like the LCR and shop(su)

Environment:

Liaise with the University over internal environmental matters

Provide a link between relevant societies and the Student Officer Committee

Improve awareness of environmental issues and be responsible for relevant campaigns

Work on improving internal recycling facilities

Ethical Issues:

Liaise with the University over internal ethical matters

Provide a link between relevant societies and the Student Officer Committee

Improve awareness of ethical issues and be responsible for relevant Campaigns

Work on maintaining and enhancing the ethical status of the SU and the University

Ethnic Minorities:

Represent the interests of ethnic minority students and be their voice on the issues they face as ethnic minority students at university

Engage with the University and other relevant organisations to achieve improvements for ethnic minority students on the issues they face as ethnic minority students at university

Liaise with the members of the relevant clubs, societies or peer support groups

International (EU):

Represent the interests of international students and be their voice on the issues they face as international students at university

Engage with the University and other relevant organisations to achieve improvements for international students on the issues they face as international students at university

Liaise with the members of the relevant clubs, societies or peer support groups

International (Non-EU):

Represent the interests of international students and be their voice on the issues they face as international students at university

Engage with the University and other relevant organisations to achieve improvements for international students on the issues they face as international students at university

Liaise with the members of the relevant clubs, societies or peer support groups

LGBT+ (open place):

Represent the interests of LGBT+ students and be their voice on the issues they face as LGBT+ students at university

Engage with the University and other relevant organisations to achieve improvements for LGBT+ students on the issues they face as LGBT+ students at university

Liaise with the members of the relevant clubs, societies or peer support groups

LGBT+ (trans and non-binary place):

Represent the interests of LGBT+ students and be their voice on the issues they face as LGBT+ students at university

Engage with the University and other relevant organisations to achieve improvements for LGBT+ students on the issues they face as LGBT+ students at university

Liaise with the members of the relevant clubs, societies or peer support groups

Mature Students:

Represent the interests of mature students and be their voice on the issues they face as mature students at university
Engage with the University and other relevant organisations to achieve improvements for mature students on the issues they face as mature students at university
Liaise with the members of the relevant clubs, societies or peer support groups

Non-Portfolio:

Fulfil all the duties as outlined in their manifesto, subject to SU policy and the strategic plan
Not undertake any duty that infringes upon or overlaps with the job descriptions of other officers of the Student Officer Committee
Four Positions available - of which two are reserved for women and non-binary students

Postgraduate Education:

Courses. Libraries. Learning.
Helps students run the University in partnership to shape how it works
Represents students to the University to make sure their education meets their expectations
Works with reps to make sure students have a say in how their course is run
Be the voice of postgraduate students on their education

Students with Disabilities:

Represent the interests of students with disabilities and be their voice on the issues they face as students with disabilities at university
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
Liaise with the members of the relevant clubs, societies or peer support groups

Undergraduate Education:

Courses. Libraries. Learning .
Helps students run the University in partnership to shape how it works
Represents students to the University to make sure their education meets their expectations
Works with reps to make sure students have a say in how their course is run
Be the voice of undergraduate students on their education

Welfare, Community & Diversity:

Health. Support. Happiness.
Makes accommodation better so students enjoy living in Norwich
Listens to students' concerns so that issues can be identified and resolved
Campaigns on stuff like mental health and equality to help staff and students build a happy, inclusive community

Women's:

Represent the interests of women students and be their voice on the issues they face as women students at university
Engage with the University and other relevant organisations to achieve improvements for women students on the issues they face as women at university
Liaise with the members of the relevant clubs, societies or peer support groups

the roles listed in purple are only open to people who self define into these categories.



VOTE ONLINE

UEA.VOTE

VOTE IN PERSON

**AT POLLING
STATIONS
AROUND
CAMPUS AND IN
UNION HOUSE**

VOTE NOW.

emily bourne

**emily
bourne**

Bourne for Activities and Opportunities Officer

There is so much more to be gained from life at university than an academic degree. There are so many activities and opportunities for everyone to take part in and in doing so help you to reach your true potential.

I myself have benefitted from the sports clubs and opportunities offered here by the student union. Heavily involved in the women's rugby club I have already served the club as Social Secretary organising many social events including Tour. I am also known for my cardboard costumes and being voted as BNOC of the year.

On a more serious note I have worked as Rugby Activator. Having been given these opportunities, I would like to use the skills acquired, in the role to make these areas of university life better for all of us who are fortunate to be part of UEA.

I am a good communicator and am able to liaise with people at all levels. I strongly believe there should be clubs for everyone in our union and if it doesn't yet exist I will do everything in my power to help you create it (within reason of course!)

I want to ensure that YOU make the most of the opportunities here at university. I want to make YOU feel comfortable and at ease to join any sport club or society that YOU want to be part of.

I need YOU to vote for me to be YOUR Activities and Opportunities officer

re-open nominations (ron)

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oli gray

VOTE OLIGRAY #1 ACTIVITIES & OPPORTUNITIES OFFICER

MENTAL HEALTH

Research shows sport & hobbies can help reduce/prevent mental health issues. UEA's counselling waiting time is rubbish.



I'll work with SSS, UEA Sport and the union to provide free activity sessions to any student waiting to see a mental health counselor.

I'll improve committee training with more relevant topics like mental health & things you want to know.

THIS IS OUR TIME

UEA's expanding too quickly. Lectures are encroaching on student's activity time because there's not enough teaching space.



I'll introduce a keep Wednesday afternoons free campaign used by other units to protect our time for all extra curricular activities.

I'll work with other officers to ensure UEA's expansion has no impact on current students.

MAKE IT CHEAP

Student's face many costs whilst at university, but cost should never be a barrier to student opportunities.



I'll immediately make it compulsory for clubs & societies to offer a 1 semester option membership.

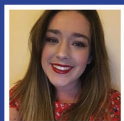
I'll work with UEA Sport on freezing SAM membership as this is a common issue for students.

#OLIforOpportunities
#OpportunitiesforALL

Vote online: 27th feb - 6th March
www.uea.su/ueavotes

sophie atherton

SOPHIE ATHERTON for CAMPAIGNS & DEMOCRACY



Hi! I'm Sophie, and I'm a third year American Studies student! I'm the current student manager of UNIO and I'm a girl guide leader. I've loved being at UEA, but I want it to be even better. Please check out my manifesto to see what I'd like to do for students at UEA!

Sophie x

TACKLE COST ON CAMPUS

Students don't have a lot of money, and the SU needs to do more. Let's **expand the value range in the SU**, let's fight for **free printing**, **freeze rents on campus** and increase grants.

A DEMOCRATIC STUDENT UNION

Students don't feel like they've got power over the SU. I say, **no boycotts or bans without an all student referendum**. And let's introduce more **focus groups** and greater **officer accountability**.

FUNDING FOR MENTAL HEALTH

The current situation at UEA for mental health support isn't good enough. Elect me, and I'll make **securing more funding**, **tackling stigma** and lowering **waiting times** a priority.

BETTER DEGREE SUPPORT

Elect me, and I'll campaign for **recorded lectures**, a better **extenuating circumstances** system and for **earlier reading lists**. We deserve more space in the **library** and **across campus**.

#STUDENTSFOR SOPHIE
uea.vote

abbie mulcairn

VOTE

Abbie for CAMPAIGNS & DEMOCRACY

I will campaign for:

Safer and cheaper tenancies for all students. No more dodgy landlords on HomeRun! No more stressful one day list release!

An end to the government's damaging higher education reforms. I will vocally support free education and living grants for all!

A freeze in rent prices in UEA accommodation

A long term solution to the mental health crisis and proper investment in counselling services on campus

A UCU Trade Union rep on the Student Officer Committee to build genuine student staff support networks and solidarity

The protection of student jobs in the Union - I will stop the selling off of our outlets to Costa!

Double the number of Union Council reps to debate the big issues at UEA! I will also introduce a real procedure for holding elected officers to account!

my experience:

- SU Women's Officer 16/17
- Union Council Rep for 4 years
- On committees of Leeway & Palestinian Soc
- Ex-Chair of Labour & Momentum Societies
- campaigned for free education, women's & workers rights and against closures to abortion services

see more of my policies at:
facebook.com/voteabbie



campaigns & democracy

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rob klim



rob klim

Re-elect Robasaurus Rex for rightful ethics

Reinforce UEA's University of Sanctuary status:

Continue the University of Sanctuary through working with ISS on co-running events to raise money/integrate locally housed migrants. Also continue to keep on pushing for more scholarship places for migrants.

Carry on Meat Free Mondays:

Continue reinforcing MFM beyond the embryonic stage pushing for all catering companies on campus to promote vegan and vegetarian discounted products on Monday.

- Meat Free Mondays encouraging more societies to take part in selling meat free food in the Hive.

Don't be a Wasteman:

- Put on annual fundraising sleepout for the Benjamin Foundation in the square.
- Continue collecting for the Foodbank SU to help economically deprived students
- Continue Don't be a Wasteman collections for food and clothing for those who need it such as food for economically deprived local migrants/homeless.

Establish annual fundraising event for Nightline/mental health services

Unconsenting media:

Introduce Unconsenting Media a UEA-Cambridge student run website that safe checks upcoming media content for triggering sexual content to UEA SU's website. Go to National Union of Students and introduce nationwide.

Push to achieve Fair Trade status at UEA:

Fair Trade status is something lost by UEA and through working with Fair Trade societies and including any societies that want to help ensure UEA SU sells ethically and environmentally sound products.

University accommodation Flat-choosing system:

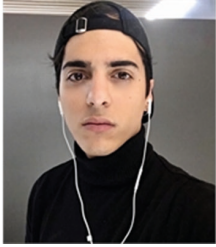
Initiate a flat-choosing system allowing prospective students living on campus to make the most of their experience. Minimising social isolation, a massive societal problem, is a central aim of introducing this.

re-open nominations (ron)

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ryan jordan



ryan jordan

Inclusion, not division.

My name is Ryan and I am running as the ethnic minority officer because I want to make a change. That may sound like a generic thing to say as an ethnic minority officer, but I will approach things like no officer you have had before.

I will delineate a strategy that will help raise awareness about ethnic minorities, their unmet needs, and the value they create in our society and our university. I want students and staff alike to attain a greater understanding of all the beautiful variety of people UEA is proud to teach, and work amongst. Our university is a melting pot of many types of students, with students from a multitude of backgrounds and experiences. Working together will allow us to make a significant impact for minorities, in order to make our campus more inclusive, and make our university the best it can be for everyone. I believe that the greatest path to inclusion and understanding is knowledge. Essentially, I want to empower minorities, and educate students from all walks of life, in order to create a campus that is inclusive and that we can all be proud of!

I will:

- Work directly with minority students, in order to organise educational events open to everyone. Such events would incorporate traditional music/traditional food, educational presentations and even movie screenings. I will work with a variety of societies in order to help me.
- Create monthly meetings in order to directly be in contact with minority students, to see what they desire, and what they feel is not okay with our campus.
- Be available to any minority student who feel like they need advice or support; whether that would be because they feel unsafe, or they have encountered a negative experience within their student life.
- I will create minority socials, in order to create a welcoming space where we can all share our cultures, our differences and feel empowered. Whether that's for pizza, coffee, or a UEA amazing night out, keep your eyes peeled! I will directly work with people from different backgrounds and different societies to make sure that I am planning events accordingly.
- Make sure that the needs of minority students are reflected through the activities of our student union, and that no student feels left out.
- Represent disadvantaged and minority groups accordingly to make sure that our university caters to all in the best way it can.
- I will also provide similar support, meetings, and educational events for the welfare of students identifying as disabled, as well as students who are battling with mental health issues. Do you want to feel proud of our university and of all the greater things we can achieve? If you want to be included in the UEA of tomorrow, voting for me will make sure that WE can make a change, together.

re-open nominations (ron)

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borja martin simon

Stimme für - ΨΗΦΙΣΕ ΓΙΑ - Voter pour - Vote for - Vota a

»—→ **BORJA** ←—«
MARTIN SIMON

International students officer (EU)

If you want to take words into action

1. Increase international career opportunities for EU students in Europe
2. Encourage collaboration between SU and international students
3. Make Year Abroad and ERASMUS programmes available in majority degrees
4. Lobby the University to increase marketing university exhibition in the EU to bring more EU Students to the UEA.



2nd year NBS Student

Born in Spain, Lived in Andorra and Luxembourg

Social Sciences Faculty Convenor

SSLCs Member

Treasurer of Spanish Society

Treasurer of Latin America Society

alicia perez lopez

**no manifesto
submitted**

antonia stan



VOTE

Antonia-Madalina Stan

International Students - EU Officer

About Me:

Hey! I am Antonia!

First year Modern Language student and, PPL Course Rep and Mental Health Champion.

What I Plan:



We Are One Event

The biggest international intercultural event from UEA.
Talent show pattern event designed as a celebration of cultural diversity
(traditional arts, dances, songs, expositions)
tailored on the specifics of different European countries.

European Food Festival

Once a year, local restaurants will bring to UEA authentic traditional dishes
and food from EU countries.

Country-Thematic nights

Chance for students to celebrate like in their home countries
(with music, decorations and food from home)
and to express themselves in their native tongue.
Occasion for other students to be part of a different culture
for one night and to get insight into how people are all around Europe.



What are my priorities?

- Availability - have anything that needs to be addressed or solved? Let's discuss it together!
- Publicity - have intercultural events that need publicity? Let's share it together!
- Listening - have an idea about how to improve EU students' life? Let's do it together!

re-open nominations (ron)

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but do not want to vote for
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to be re-run.

mohaned alhasan

Re-elect for International students officer

Mohaned Alhasan

About me:

- I'm from Aleppo, Syria
- 3rd year Pharmacy student
- Current international student officer
- President of the pharmacy society 2017-18
- President of Kids Action Over Seas charity (2015-17)
- 2 years Student staff liaison committee member (SSLC)
- Pharmacy Sport activator for 4 years

#1



*"Want something done,
MO is the one"*



Achievements:

1. Co-organized international meet free Monday

2. I have been talking to the Student union regarding increasing international food at the union shop. We now have focus group being set up to get students feedback.

3. Co-organised Global appreciation day to help close the gap between home and international students

4. Helped the SU in organising more international social nights such as the block party

5. Currently working with societies to organize refugees fundraising week

6. Currently working on Global Aspiration day with the HUM school to encourage international leadership.

Endorsements:

- Yinbo yu – NUS International Officer
- Gina Kim – Korean society President
- Tricia Alcoba – South East Asia President
- Mbarak Shakuwe – Law society President
- Natalie Teow – Malaysian society president
- Vietnamese Society
- Japanese society
- Portuguese Society
- Hellenic society

sharmaine cheung

A VOTE FOR

Sharmaine Cheung
IS A STEP CLOSER TO
YOUR WISHES IN UNI!!

ME & MY EXPERIENCE

2nd year Occupational Therapy student
Born in Macau, raised in Hong Kong
(Duel nationality of Hong Kong and Portugal)
Studied in Melbourne previously
Vice President of Hong Kong Society
Secretary of Southeast Asian Society
Society executive committee (cultural societies rep)



GOALS FOR THE NEW YEAR

- Lobby the University to ensure international students can rent graduation gown for a longer time
- Encourage international students get involved at SU activities by understanding the SU
 - International awareness among students groups + encourage European and international student to interact
 - Visibility of help for international students by increasing number of wardens of proportional representation of different nationalities students (home, EU, and international) in halls.

matthew leung



matthew leung chun yu

For You & for UEA
Vote Matthew
For International Officer (non-EU)

who am i

Matthew Leung

Come from Hong Kong

-- 1st year Actuarial Science student

-- I am also the 1st year course rep

More... about me:

-- Table tennis and tennis player

-- Love photo-shooting during free time

Why do I like to run this

1. I am an international student as well

--> know the problems they would (especially for those whose the 1st time to study abroad)

2. Help international students overcome barriers when studying in a new environment

--> not just finishing your degree/course, and also enjoy the life in UEA

--> to encourage them to try to get involved

3. Representing international students to raise any issues / needs

--> as being the leading role, to bring their voice into the SU

--> raise awareness on particular issues

experience:

Being a course rep --

Have regular meetings with other course reps and tutors/lecturers

Have communications with students I represent

things to do in future:

Organize workshops -- Helping international students to engage into an English-speaking environment

Regular gatherings -- Have a chance to let international students meet each other & share their life/experiences in the university

#VoteMat for International Officer (non-EU)

Go to: uea.su/ueavotes/

dalel makhsut

no manifesto
submitted

international (non-eu)

re-open nominations (ron)

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liam deary



Liam Deary for LGBT+ Officer (Open Place)

Follow me on social media:

Facebook:
@voteliamdeary
Twitter:
@liam_deary

Have questions?
I'll be in the Hive at the following times:

Tuesday 27th
February
2pm-3pm

Friday 2nd
March
2pm-3pm

As your LGBT+ Officer (Trans and Non-Binary Place) I have:

- Organised and contributed to a diverse range of events including panel discussions, housing socials and Colours (UEA SU's LGBT+ club night)
- Contributed to work on sexual health and awareness, including the organisation of free HIV testing on campus
- Lobbied the university for appropriate provision of gender neutral toilets in both new and existing buildings
- Worked on a range of projects including UEA 28 Days of Pride, to celebrate and raise awareness of LGBT+ identities

As your LGBT+ Officer (Open Place) I will:

- Lobby the university to fly the trans flag on Transgender Day of Remembrance
- Continue to lobby the university for better and more LGBT+ inclusive mental health services
- Continue to work with societies to provide a diverse calendar of events for LGBT+ students, particularly during LGBT+ History Month and other awareness weeks
- Continue to work towards a review of the UEA Medical Centre and it's ability to meet the needs of LGBT+ students
- Continue to work alongside the Take a Stand and the Changing the Culture campaign to tackle LGBT+ phobia in sports, through inclusive events and equality and diversity training for club presidents

I am proud to belong to a union that is so dedicated to the safety and wellbeing of its LGBT+ members, but there is still a great deal of work to be done.

I hope you will give me the opportunity to represent you again this year and continue to work to improve the support and opportunities available to LGBT+ students at UEA.

re-open nominations (ron)

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evie toseland

**no manifesto
submitted**

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diem-sylvan von-pratt



**diem-
sylvan
von-pratt**

**no manifesto
submitted**

re-open nominations (ron)

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tyler bell

no manifesto submitted

henry j bowen

VOTE HENRY BOWEN #1 FOR NON-PORTFOLIO #GoingWithBowen

Improving Communication & Transparency:

- I will improve the **SU website**, with the help of the student body. It's time for a face-lift, making it easier to navigate and **stay in the loop** with the work of your union, and improve awareness of sports/society events.
- I will introduce **officer question sessions**, keeping your union accountable.

Improving Health:

- I will review both the costs and products available in the **meal deals**. I will ensure that fruit and other **healthier options** become more widely available as part of the meal deals.
- I will lobby the university for increased funding for better **mental health** services, and training for academic staff.
- I am aware that the number of students feeling **lonely** is on the rise. I will work to reduce this number with more daytime networking activities and an improvement to the current **buddy scheme**.

Greater Opportunities:

- I will make sure that there are more themes for our LCR nights, as chosen by you, making **Damn Good** fun again!
- I will look into the availability of **volunteering opportunities** at the university and in the local community - something I know students want more of.

#GoingWithBowen

GET IN TOUCH

Follow my campaign on Facebook: facebook.com/GoingWithBowen

If you have any questions, feel free to email me: henry.bowen@uea.ac.uk



thai braddick

VOTE THAI #1 NO-PO
FOR HONESTY
EQUALITY
& SOLIDARITY

HEY, I'M THAI BRADDICK & I'M AN AMERICAN LITERATURE & CREATIVE WRITING STUDENT! AT UEA, I'VE ACTED AS PRESIDENT OF MOMENTUM SOC, AS A UNION COUNCILLOR, AN NUS DELEGATE AND BEEN PART OF THE DIASPORA DIARIES EDITORIAL TEAM, A POC EMPOWERING CAMPUS PUBLICATION. I WANT TO BE ONE OF YOUR NON-PORTFOLIO OFFICERS FOR HONESTY ON MENTAL HEALTH, EQUALITY IN ATTAINMENT AND SOLIDARITY WITH EVERY STUDENT BY WORKING TO LOWER SHOP PRICES. IF THIS ALL SEEMS COOL TO YOU, PLEASE LEND ME YOUR VOTE!

HONESTY

I want to demand full honesty from the Vice-Chancellor about the cuts to mental health provision in the Student Support Service (SSS). Students now pay £250 more per year for fewer services.

- Campaign to increase funding from the university to the SSS.
- Work with local Norwich and Norfolk mental health charities to give mental health first aid training, and support on campus.

EQUALITY

UEA is a diverse university, and we have people from every background here. To celebrate our diversity, we must see equality of support and representation for everyone in the curriculum and culture of the campus.

- Support and help lead ongoing work on campus to tackle the attainment gap for students who may be working class, students of colour, LGBTQ+ or first-in-family.

SOLIDARITY

We're students and it's hard out here, we're not rich! In solidarity with everyone, I want to work towards setting up:

- A subsidy system on campus, where the SU partially subsidise the most essential goods in the SU shop, LOWERING shop prices.

The SU and the university aren't for profit, they're for students.

VOTE THAI #1 NO-PO
HONESTY, EQUALITY & SOLIDARITY.

[f /thaifornopo](https://facebook.com/thaifornopo)
t.braddick@uea.ac.uk

chloe crowther



chloe crowther

Your uni, your voice

- I stand for:
- improving mental health services on offer here at UEA
 - helping students to manage their finances, to get the most out of uni
 - Your voice. This is my top priority; bring me your opinions on the issues that matter most to you and your fellow students, and I will represent you in council meetings

If I am elected, I will work to ensure that students get the most out of their time here at UEA. This includes getting students help with building the skills needed for their careers after university, as well as improving facilities to assist you in the short term, such as working to provide study spaces, academic support and more daytime social activities which are productive and useful for learning new skills, whilst providing opportunities to make friends and build contacts.

This is your uni, your voice. Vote for me and I will work with you to make UEA and Norwich the best place to be.

zoë freeman

VOTE ZOË

#1 FOR

NO-PO



2nd year English and American Literature student // Union Council rep for 2 years // NUS LGBT+ Conference Delegate 2018

EDUCATION

AN INCLUSIVE CURRICULUM

Lobby the SU to work directly with schools to help produce a diverse and representative curriculum

A BETTER GRADE

Less ONE summative modules to allow for more of chance to explore a topic and boost your grade

MENTAL HEALTH

REDUCE WAITING TIME

Invest more resources into reducing the waiting time for counselling and CBT through SSS

MORE SUPPORT FOR STUDENTS

Increase awareness of Norwich based organisations until wait time for SSS decreases

CUT THE COST ON CAMPUS

From on campus accommodation to prices in the SU shop students deserve more for their money!

Work towards creating a print credit system for all students – starting with those that have a large amount of online reading

Increase the number of affordable vegan and vegetarian options across campus outlets by consulting students on what they would like to see

vote here: uea.eu/ueavotes ~ facebook: Vote Zoë #1 for No-PO

matin mahmoudi

MATIN MAHMOUDI

for
non-portfolio

Getting students involved in their future

Expectations and accountability for academic societies. They should be more than just themed socials

Collaborations beyond the university - create a stronger foundation and network for students

Promoting student entrepreneurship and engagement

Making sure your mind is in the right place

Mental health should be something we talk about – even within societies

Workshops by students, for students. Let's tackle the problems before they occur!

Peer-support groups when help is nowhere to be found. No one should ever have to feel alone

Council needs a change

Power to the people – constituents should have a greater say

More debate and research before policy submission. No more half-hearted work. Want something done? Do it right!

Less bureaucracy, more action. Let's not forget why we're here

Your voice matters!



Royal Danish Guard
1st year rep, BioSoc
Union Councilor, BioSoc
Pearson Student Advisory Board

krishn-rai sharma

5 L's

"DON'T TAKE AN L, DO ONE"



MY POLICIES

1. **THE LAKE** – Organised event centred around litter picking around the lake as well as greater emphasis on recycling and littering | 'Turn Down For Watt' campaign to promote turning off of lights when not in use for university energy saving.

2. **THE LECTURE THEATRE** – All lectures and seminars to be recorded and uploaded to blackboard | Multiple hour (3+) lectures running over hours between 12:00 – 15:00 to provide at least 20 minutes for students to have lunch.

3. **THE LIBRARY** – Library to provide online version of all required textbooks for courses | Provide easier access and ease of use for international students.

4. **THE LAUNDRETTE** – Laundrette to be serviced with facilities allowing easy storage of dry clothes | Implementation of relaxation facilities such as more seating and a vending machine.

5. **THE LCR** – Better access to water in the LCR during events | An LGBTQ+ night held regularly in the LCR.

VOTE:

KRISHN RAI SHARMA

27TH FEB 2018

re-open nominations (ron)

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non-portfolio (four places)

ismat imaan

no manifesto submitted

michael kyriacou

KYRIACOU

FOR POSTGRADUATE EDUCATION



YOU CAN VOTE HERE

°<https://www.uea.su/ueavotes/>

MENTAL HEALTH

Postgraduate students have particular strains put on them by the pressure of their studies. As your education officer I will make sure there exists a mental health strategy that is aimed at or accounts for postgraduate students specifically.

As your education officer I will make sure there exists a mental health strategy that caters to the needs of postgraduate students.

PGs IN THE UNION

The Students Union currently has low participation from postgraduates.

As your education officer I want to ensure that the Students Union is what you want the Students Union to be.

As your education officer I will work to ensure that postgraduate students both socially and academically by lobbying for a variety of events and activities. I will argue for postgraduate students to be involved in the making processes by getting postgraduate students more involved in the union.

PLACEMENTS & PART-TIME

As your education officer I will work to get better support for postgraduates by trying to ensure that the Students Union is what you want the Students Union to be.

As your education officer I will ensure that postgraduate students are given the same opportunities as the University and SU by making sure they are viewed in the same light as full time students by the union and university.

ASSOCIATE TUTOR RIGHTS

The experience of postgraduates who teach is an area the University needs to improve their practice in. I have been working within my own school and with the SU to improve this across the last two years.

As your education officer I will continue to work in this area and ensure that the School Student Forums to improve the conditions, contracts and experience of all postgraduates who teach at UEA.

martin marko



**martin
marko**

Vote MARTIN #1 for Sustainable&Fun PGSU!

Hi, I'm Martin - currently studying an MSc Environmental Assessment & Management.

I previously completed an MSc in Sustainable Development at the University of Surrey, during which I secured an incredible placement at the National Union of Students. I then wrote my first dissertation on sustainability within the students' unions, which further inspired me towards improving the university environment for future students. Since then, the quality of student experience in higher education has become my main priority, which I aim to pursue via this role when elected.

I will build on the previous officers' efforts as well as learn from other candidates' outlook on possible changes, although my campaign will primarily highlight the following issues which I intend to address:

- Accommodation**
 - Ziggurats - there's a lot of room for improvement - including new appliances, more storage, better lighting, bigger beds...
- Activities**
 - Organise the best programme of PG specific activities in the country! ...from regular movie/game nights on campus and house parties locally, to trips across attractive destinations within the UK as well as internationally.
- Employment**
 - Prioritise PG students for university vacancies on campus to earn a living wage!
 - More employers sponsoring visas via Career Central.
 - Placement modules for more courses.
 - Food & Drink
 - Better food to be served on campus and available 24/7.
 - An affordable cocktail selection at Scholars.
 - Study Spaces
 - More PG study space in the library - especially for light group work (improving the current silent zones).

pavithra selvakumar



**PAVITHRA
SELVAKUMAR**

Vote for Pavi Voice for post-grads

Vote For Pavi - Voice For Post-grads

Few things about me:

- MSc Environmental Assessment and Management student.
- International Student Ambassador for India.
- Active member of Enactus UEA and UEA Dance Squad.

What I want to achieve

- More enhanced career opportunities for post-grad students
- Greater and more frequent recognition of student achievements, such as by implementing awards like club/ society of the month.
- Increase student feedback through socials in order to provide a service more tailored to what students want, through drop-in sessions, suggestion boxes, email surveys and face-to-face contact.

Why vote for me

I have a wealth of experience as a post-graduate student, and I have your interests at heart. With your voices behind me, I can use the knowledge to best represent and implement your ideas. So if you like what I hope to achieve, I would be most appreciative of your support!

re-open nominations (ron)

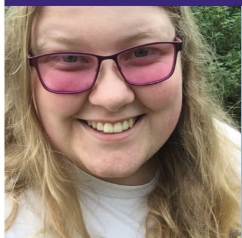
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hannah murgatroyd

VOTE HANNAH MURGATROYD

FOR STUDENTS WITH DISABILITIES OFFICER



Hi, I am Hannah Murgatroyd, a second year English Literature student. Whilst at UEA I have sat on Union Council as the Liberation, Equality and Diversity officer for students with physical illnesses. I've also sat on the Estates Forum and Access All Areas, two groups which aim to improve the campus for current and future students.

AS STUDENTS WITH DISABILITIES OFFICER I AIM TO:

- Campaign for more funding for the wellbeing service
- Pressure the university to improve accessibility around campus
- Raise more awareness of invisible disabilities
- Campaign to have lecture capture available university wide
- Work with estates to improve study spaces around campus
- Raise awareness of available help and how to get it
- Campaign for better phone signal on campus

Vote at: uea.su/ueavotes

Contact: hannah.murgatroyd@uea.ac.uk

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jenna chapman

JENNA CHAPMAN for UNDERGRADUATE EDUCATION



Hi, I'm Jenna and I'm a third year BIO student. I founded the Disney Society and I'm currently the RAG Secretary. Students deserve better than the education experience at UEA, and I've put below what needs to change!

#JC4UG



QUALITY EDUCATION FOR ALL



All students should be able to get all the reading and materials they need for their degree. I'll set up a textbook swap service. Students deserve somewhere to study. I'll lobby for more study space, with working sockets. I'll also be campaigning for public module feedback and to improve the quality of the HUB service.



ACCESSIBLE EDUCATION FOR ALL



I'll launch a campaign for recorded lectures across university, I'll push for academics to receive mental health first aid training & I'll fight to ensure student rights post Brexit. I'll push to get guarantees of when buildings will be accessible as well and I want to push for more space between exams and assessments.



ENJOYABLE EDUCATION FOR ALL



University is supposed to be fun! I'll push for a new induction week for freshers, I'll set up a union kitchen area and I'll review how students are sorted into halls. I'll push for no lectures past 6pm, and I'll fight to keep Wednesday afternoon's free.

UEA.VOTE

finn northrop

FINN *for* UNDERGRADUATE EDUCATION



WITH THE SUPPORT AND EXPERIENCE TO WORK FOR STUDENTS

fight for FREE education

Student pressure froze fees – let's keep up the fight and scrap them
Until then, tackle money worries:
Get money worries as grounds for an extension
Reading lists out early – so we can buy books as cheap as possible
Work to expand student hardship fund
Increase number of refugee scholarships – from just 2!



work towards a FAIR university

We need a long term solution to the study and teaching space crisis
An up-to-date curriculum which actually reflects the diversity of students at UEA
Courses are being cut and streamlined, which means fewer modules to choose from – I'll keep fighting against this like I've done for two years



tackle EMPLOYABILITY concerns

Good teaching is vital for future success, and requires secure and unionised staff – I'll always work with UCU, the lecturers' union
I will ensure career support happens at times that best suit students and help to promote the practical support on offer, such as CV workshops and help finding volunteering options



jonathan squire

who am i?

I currently chair the union's influential education committee for course reps, and have been a rep throughout my time at UEA. I have come across all sorts of academic issues across the university as a result



what will i do for you?

a revolution in assessment and feedback.

Let's face it: assessment and feedback suck at UEA. We need relevant, helpful and timely feedback on all your coursework, access to your exam scripts, and clearer marking criteria so everyone can achieve their best. Your course feedback matters to UEA and the union, but we need it be clear how it is acted on, what's changed, and who made it happen.

a truly 21st-century learning experience.

We should enhance our learning with recorded lectures, greater use of technology, and teaching methods fit for the 21st century. In a fiercely competitive job market, career skills should be embedded in your course from day one, not just as a service available to you on-demand.

We need our study to be as accessible as possible. Access to flexible learning, quality study space and reliable IT is essential to our experience. If you need any support during your studies, it should be available as soon as possible, not subject to a 6-to-8-week waiting list.

your education. at the heart of your union.

We need to union to accurately represent the students' academic interests at all levels. Greater visibility for course reps, enhancement of individual feedback, and celebrating achievements are essential to achieve this.

let's change uea.
together.

squire
for
undergrad
education

uea.vote

|

@Squire4UGed

re-open nominations (ron)

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undergraduate education

lucy auger

LUCY

for...
**WELFARE,
COMMUNITY & DIVERSITY**

CHEAPER RENT, CHEAPER LIVING

Cut the rent! No UEA accommodation should cost more than the average student loan
Extend the Bursary Scheme to include estranged students & students from families earning £30k
Rent discounts for disabled students who are forced to pay more for accessible rooms

TACKLING SEXUAL ASSAULT

UEA must adopt a zero tolerance approach to sexual assault
Emergency free UEA accommodation for anyone affected by sexual violence

FASTER ACCESS TO COUNSELLING

Lobby UEA to hire a further 10 counsellors to meet national guidelines
Demand same-week SSS appointments & next-day appointments in crisis situations



FOR MORE ABOUT MY POLICIES:
WWW.FACEBOOK.COM/LUCYWELFARE

VOTE LUCY AUGER FOR WELFARE AT:
UEA.SU/VOTE

alyssa girvan

Nightline Bear

For Welfare, diversity & community officer



1. A permanent building for Nightline. Nightline is a crucial service for the university which could work much more effectively if it was given a permanent space, rather than just working out of the Student Support Centre, allowing us to greater protect the confidentiality of callers and anonymity of Nightliners.
2. Improve support systems for students, from mental health to academic issues
3. Until we can get a permanent building, **sound proof the tech room** so that we don't have to listen to Mr Brightside booming from the LCR every Tuesday night.
4. SU shop to improve their stock of Picnic baskets and pots of honey. I mean, I am a bear after all...



Need to talk? Nightline is open 8pm-8am every night during term time. Go to norwich.nightline.ac.uk for all the info.

georgina burchell

GEORGINA FOR WELFARE

#GeegeforWelfare

Good times for all! I will reduce SSS' 60 day waiting time for counselling. I will focus on well-being for all students by providing daytime social spaces, relaxation activities and workshops on supporting each other's mental health, reducing mental health stigma.
Expect more from your landlord. I will get landlords and letting agencies to sign up to a minimum standards scheme and seek to provide more housing support for postgrads including a dedicated housing list.
Enjoying our community. I will run projects to integrate students into Norwich; promoting volunteering opportunities, campaigning for safer lighting and expanding the good neighbour scheme.
Getting some? Sorting the stigma around sexual health and relationship advice with regular drop in clinics. I will continue to support the NeverOK campaign and improve access to free sanitary products on campus.
Engaging with student groups. I will fight for fully equipped, dedicated prayer spaces on campus. I will work with student support groups like Nightline to ensure they have a dedicated office space and resources to support students effectively.

My name is Georgina (Geege) and I am a third-year psychology student. I have worked in the student union office for two years, therefore bringing some insight to the role. I have undertaken a number of volunteering roles supporting students and vulnerable members of the community.



Georgina forWelfare

Georgina Welfare

VoteGeorginafor WelfareOfficer

amanie mathurin

amanie mathurin

Security. Equality. Unity.

Intersectionality is at the heart of my campaign because I believe university is shaped by our distinct identities and experiences as individuals. I therefore want to improve your experiences in the following areas:

Welfare

- An inclusive, intersectional campus wide approach to mental health which incorporates cultural sensitivity & specific focus on liberation groups
- Raising awareness around the University's mechanisms for reporting hate crime and increasing transparency around disciplinary & legal measures.
- Creating more inclusive, alcohol free events during fresher's and throughout the term

Community

- lobbying the university to combat rising accommodation fees by implementing rent caps on campus & negotiating rent caps off campus through the local council
- supporting & expanding peer support groups to effectively deal with isolation and loneliness, with particular focus on mature, post graduate and international students.
- raising awareness around combatting xenophobia, islamophobia and racism on campus and within the wider community.

Diversity

- Diversifying the curriculum by equipping course reps with resources and skills to collect and present feedback at staff student liaison meetings.
- supporting liberation groups to increase visibility on campus and providing more support for liberation campaigns.
- making sports more accessible by increasing opportunities for female only sports sessions and socials.

I have held various positions which increased my understanding of student issues:

Ethnic Minorities Officer 2017
NUS Black Students Committee- Women's Place 2017
NUS Women's Committee- International Rep 2017
Chair of International Students Assembly 2016
Course Rep- BA Media & International Development 2016

re-open nominations (ron)

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amy atkinson



amy
atkinson

#ueamy

As Women's Officer I've contributed to the Changing the Culture taskforce to tackle sexual harassment, planned and contributed to a number of events and democratic forums, and planned celebration events (and more)- but there is still work to do.

The revelations of the last few months mean that the all around the world Women's liberation is more empowered and has more momentum than in years and we have to work together to prove that action and intersectionality are not just buzzwords and that it's #ueatoo:

1- Collaboration: I will collaborate with societies and sports clubs to plan and promote inclusive events like #thisgirlcan. I will also ensure that Women's+ campaigning events are timetabled in advance of the semester to improve accessibility

2- Empowerment: I will Work with the student officer team to advertise and train as many UEA students as possible on the use of the new online reporting system for sexual harassment and hate incidents, and I will research the application gaps between of talented female and non-binary students (particularly in STEM) and their male counterparts when moving on to postgraduate study.

3- Spotighting: There are so many inordinately talented women and driven female activists at UEA- I plan to highlight and promote this work on the platforms available to me throughout the year.

4- Celebration: I will Continue my work on the creation of a Women in STEM week, and lobby for a Larger celebration for International Women's week.

re-open nominations (ron)

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**there's plenty of chances for
you to lead change on campus.
we'll soon be holding elections
for course reps, club and society
committee positions and places
on our subcommittees.**

**we'll announce elections across
our social media platforms and at
uea.vote**



VOTE ONLINE

UEA.VOTE

VOTE IN PERSON

**AT POLLING
STATIONS
AROUND
CAMPUS AND IN
UNION HOUSE**

VOTE NOW.

TOP LINE SATISFACTION / ENGAGEMENT INDICATORS

	Type	Measured	Target	Current	NOTES
Stu Satisfaction with SU	PER	SU Annual Student Survey	75%		(Now 64%)- Survey in May
Academic Interests	PER	NSS New SU Question	65%		(Now 55%)- Results in Aug
Stu Satisfaction w Outlets/Areas	PER	Average for Venues	80%		(Now 77%)- Survey in May
	PER	Retail & Catering	70%		(Now 67%)- Survey in May
	PER	Societies	85%		(Now 78%)- Survey in May
	PER	Advice/Housing	60%		(Now 51%)- Survey in May
Recognise Officers	PER	SU Annual Student Survey	60%		(Now 46%)- Survey in May
Recognise Campaigns	PER	SU Annual Student Survey	75%		(Now 68%)- Survey in May
Quality Conversations	PER	QCs per week average term time	300	220	Currently on 206- surveys have been longer/more complex!

ADVOCACY

	Type	Measured	Target	Current	NOTES
Buddying Scheme	PER	Count Students Participating	1000	737	(Pilot 350- additional coming this term)
Proactive advice	PER	Engagement with materials- Page Views	55,000	80,700	
Aware of Rights	PER	SU Annual Student Survey	70%		Pending survey results May
Aware of Advice Svce	PER	SU Annual Student Survey	70%		Pending survey results May
Reps Trained	PER	Reps report positively on their development	70%		Survey with reps not conducted until end of academic year, when they have completed a full year in their role

OPPORTUNITIES

	Type	Measured	Target	Current	NOTES
No of Societies	PER	Number of functioning societies	260	230	There is a greater emphasis on following up on societies this year and closing them if they are inactive after many interventions, so numbers increasing but at a slower rate – but this though should increase our satisfaction of members due to the reduction of inactive societies making members happier.
Participation in Media, Sports and Societies and Enterprise	PER	Media	700	448	We have consistently tried with the MC this year to do more outreach which has met resistance. We will address this with the new committees coming in.
	PER	Sports (SAM)	3500	3276	So far we have fallen just short of the target but this tends to grow during elections
	PER	Societies (Unique Members)	7000	6628	We are just shy of the target, but with new encouragement of new societies we should reach target by year end.
	PER	Students involved in enterprise activity	400	247	On track
Opportunities Diversity Reflects Student Body	PER	International	19.5%		We are still struggling to get accurate data given the lack of self definition- this will improve during the election process and we will re-run the analysis next term
	PER	Women	61.0%		
	PER	LGBT	4.8%		
	PER	BME	27.8%		
	PER	Disabled	10.9%		
Strategies for Intl, PG and Nursing developed	PER	No of students involved in INTL programme	2000	306	Go Global event is still to come, and a large number of events are still to come this semester INTL related.
	PER	No of students involved in PG programme	1400	683	Number engaged in PG activities and wider leadership opportunities
	PER	No of students involved in HSC programme	650	570	Number of students engaged in HSC student groups as activity
Election Candidates	PER	No of Candidates in main elections	80	36	
Election Turnout	PER	Turnout in elections	6000		TBC
Student Led Events	PER	No Student Led Events	1200	447	On track

ENTERPRISE

	Type	Measured	Target	Current	NOTES
Retail	PER	Contribution	£358,000	TC	
Catering	PER	Contribution	£170,089	TC	
Bar Catering	PER	Contribution	£15,575	TC	
Campus Bars	PER	Contribution	£913,862	TC	
Live Events	PER	Contribution	£395,412	TC	
Live Overhead	PER	Contribution	(£315,294)	TC	
Waterfront	PER	Contribution	£235,561	TC	
Business Development	PER	Contribution	(£32,635)	TC	
Agency	PER	Contribution	£29,856	TC	

ENABLERS

	Type	Measured	Target	Current	NOTES
Trustee Board	PER	Attendance	75%	71%	
Green Impact	PER	Board	Silver Standard		On track
Appraisals	PER	All perm staff appraisals done quarterly	90%	85%	Some follow up required
Wellbeing	PER	Staff agree we take seriously	70%		Staff engagement survey to follow in 2018
Financial Performance	PER	Board Reporting	£386,000	CAVE	
Website	PER	Percentage members registered online	70%	81.2%	
Social Media	PER	% Social Media Non Commercial Messaging	50%	61%	Currently ahead via changes to departments in restructure
Staff blve we value E&D	PER	Engagement Survey	90%		Staff engagement survey to follow in May 2018
Employee targets	PER	Career staff within 20% of local diversity			
		Career Staff Women	SU 62% NOR 51%		Analysis delayed as we update records- due Mar/Apr
		Career Staff BME	SU 13% NOR 3.5%		Analysis delayed as we update records- due Mar/Apr
		Career Staff Sexual (Non straight)	SU 16% NOR XX%		Analysis delayed as we update records- due Mar/Apr
		Career Staff Disability	SU 11% NOR XX%		Analysis delayed as we update records- due Mar/Apr
	PER	Student staff within 10% of student diversity			Analysis delayed as we update records- due Mar/Apr
		Student Staff BME	27.40%		Analysis delayed as we update records- due Mar/Apr
		Student Staff Gender	61.01%		Analysis delayed as we update records- due Mar/Apr
		Student Staff Disability	11.90%		Analysis delayed as we update records- due Mar/Apr
		Student Staff International	28.55%		Analysis delayed as we update records- due Mar/Apr
		Student Staff Sexuality	14.10%		Analysis delayed as we update records- due Mar/Apr

Strategic Operating Plan 2017-18
Key Performance Milestones for each area

Green- On track or complete

Yellow- Management Action Required

Red- Concern, objective(s) unlikely to be met

Opportunities	KPIs	
We'll transform the "low commitment" extra curricular opportunities offer across UEA- combining our "Give it a Go" programme with "Do Something Different Week" to create a year round programme of activity involving hundreds of University and community partners, culminating in a week long festival in term two.	DSD activity on offer at least every day during term time (100%)	<p>The focus of the Do Something Different programme this semester has been the DSD Festival from the 19th of February for a week. We put on 192 events in a single week for students, with 1740 attendees across the week, we believe this to exceed last year with a rough estimation of 1000 attendee last year from those that ran it in the university.</p> <p>There is still a culture at UEA of students going home during this week combined with industrial action we believe we have managed to deliver a good week. Evaluation and recommendations are currently being developed from the festival. The year-round programme has been excelling with 7899 attendees at events so far. We have launched our new website ueadifferent.com and have successfully moved the culture of student groups away from give it a go sessions or taster session to DSD sessions.</p> <p>Pending a successful review, we will develop an even more tailored programme of events to ensure interest, create a volunteering programme to support the scheme and increase visibility among students.</p>
We'll set and hit new targets for participation in Societies, Student Media and Student Enterprise- improving development planning support, back end systems and diversity analysis/action- and we'll use tech to make it easier than ever to find others that want to collaborate on a project, group or activity.	Launch tech solution for new groups/finding others with interests	<p>We have developed new targets for participation in societies, Student Media and Student Enterprise. We have regular touch points in the year to review participation targets with student groups, reframed training to help those in need to diversify and now fully embed development plans into the society creation cycle and handover period. These changes have also been applied to the media collective. Some resistance has been received from the media collective on this due to their believed resource and capacity, we are confident that we can overcome this. We are also one of the first adopters of the new student group dashboard on MSL which will allow student groups to see up to date figures on certain membership targets, UG and PG splits as well as year of study and faculty, we have provided everything that is required to our web provider and awaiting a readiness date.</p> <p>All members of staff now have regular reports automated to their inbox to see how these targets are being met. We have also sought out a supplier for the work on an activity matchmaker which will match students with an opportunity that suits them based on a few questions they have answered, the university outreach department are also interested in supporting this project to aid recruitment, the momentum will gather on this with a concrete timeline ready for the next board. This will allow students and student groups to find other like-minded individuals to join or collaborate with.</p> <p>We have trialled an online forum for collaboration on our website which did not receive much traction, with student feedback stating they preferred face to face networking which we have facilitated in a student group capacity and student enterprise focus. We are now also introducing a new collaboration fund for groups or students that wish to collaborate on a project. We are also creating student success stories to show the impact of collaboration to inspire others.</p>
We'll work with partners at UEA and in the city to develop and launch a new Student Employment Agency- improving the range, quality and pay of part time work opportunities taken up by students, offering exemplar recruitment and selection practice and enabling students to boost employability from their experience.	Agency Opens	Set up staff working group, visited Surrey and Warwick, met with University finance and Interim Registrar, awaiting UEA response, need to investigate VAT position if outside of UEA Vat group – have secured part funding from Uni-Temps if this is required
We'll develop a year round Student Events Strategy- improving support and coordination for flagship events like PMB, ZigZag and Go Global, creating at least three new major events and we'll introduce an event maker volunteer programme to help students develop skills in event planning, organisation and management.	Volunteer Maker Programme launched	<p>We have successfully launched the events volunteering programme which has 26 volunteers. They have now attended many events throughout the year and are supporting many students led events as well as Union led events which is enhancing their portfolio of experience.</p> <p>We have enhanced our work on the major events elements a large amount since the last board, we have held a focus group with event volunteers and started an online events ideas page to increase our insight on what students are wanting. We are working with societies this year and providing extensive support and resources to facilitate three major events. Which the Student Led Events Coordinator is working on. These include the Cinema Society staging their first outdoor cinema screening due in May. In partnership with the Baking Society we are planning the first Great UEA Bake Off in April. We also have the 'Music Mix' planned for May which is the culmination of all music societies coming together to take over the Union building. We also have other large events we are working on, but these are currently our main focus.</p> <p>We are working hard to improve our processes and planning of these events a draft of the strategy has been completed. Whilst we have also developed much earlier a calendar of events, much earlier to help with advertisement. Which has seen an increase in attendance at those events.</p>
And building on BUCS' "Take a Stand", we'll work with UEA to launch a programme of positive culture change within Sport- using events and activators to focus on team work, social leadership,	New conduct and behaviour framework for student groups agreed	Following on from the last board, amendments to the code of conduct and behaviour frameworks in sport have been bedded in. The 'Take a Stand' campaign has continued with months such as 'This Girl Can' and a discussion panel on the definition of 'banter'. Bystanders training has been developed for student groups and sports clubs have been involved in the #neverok campaign. There is also further plans to carry on the campaign in the next semester whilst also introducing it to the new committees of sports clubs next year.

Equality and Diversity and performance, and collaborating on a new UEA wide conduct and behaviour framework for student groups.		<p>A further amendment to social secretary training has been made to include alcohol impact studies and has been rolled out to more students.</p> <p>There has been a delay to work on tackling some culture to a delay in sports park resource. This has now been clarified we will be working in partnership to deliver a comprehensive training package for any new committees next year. We are also in the process of booking some sessions from the CHANGES programmes developed at Chester University which seeks to tackle negative cultures within sports clubs.</p>
Advocacy		
We'll review structures and systems to ensure we're working on the issues that matter most to students- increasing the use of consultation, polling and debate (especially over controversial issues), and developing innovative ways to involve students in formative policy development discussions about their lives, their interests and the student experience.	New ideas gathering system launched (Change one thing)	We have successfully launched Change one Thing in partnership with the University's Executive Team and gathered feedback from over 1500 students. Some proposals for acting fast on basic ideas were rejected by council but are looking again at these with DPC after Easter in light of learning from Scandinavia. A process of involving union councillors and education committee reps in policy development around OfS was trialled in the first term but needs work.
We'll finalise and launch a student insight strategy- with a new national SU research partnership, on campus segmented research generating rich understanding of the lives and experiences of students, a UEA student opinion panel to gather regular feedback, and a new partnership with UEA's Business Intelligence Unit on consultation planning, data access and support.	SIS Agreed	Head of Education and Engagement now in post. Student Engagement Coordinator (Research and Data) has been appointed, started on 26th February. Insight Strategy Group established to set direction for project, first meeting held on 16th February, where broad scope of strategy was established. Head of E&E now completing first draft of strategy for discussion at next board.
We'll roll out our Lead/Change programme and wider Student Leadership review involving hundreds more students as leaders, diversifying our participants, enhancing their skills and dramatically increasing the control that students can exert on their SU.	Transformation Weekend and Edge Conference run	LC TO UPDATE: Transformation weekend delivered with strong feedback. Edge Conference due Term 2.
We'll enhance peer support- delivering a full launch of our buddying scheme, piloting a new scheme inviting UEA's alumni to support students entering their final year, reviewing and enhancing our support for Peer Support Groups in conjunction with UEA's Student Support Service, and negotiating powerful new statutory societies for each of our Liberation groups.	Final year buddy scheme launched	<p>Following the successful launch of the buddy scheme we have been developing our evaluation for our OFFA related funding we are also planning to ensure BuddySU is more embedded in external communications for September. We currently have launched and are collating responses from Alumni on our new buddy grad scheme and have developed our matching system to match these people with 3rd years students.</p> <p>Work with SSS has been slow for the past few months to due to department issues and changes, but work is moving forward on discussions of space for nightline and the Student Minds project which has been jointly funded by SSS, has taken shape with students leading sessions and are already recruiting more volunteers for next year.</p> <p>We have launched the new liberation societies; further work needs to be done to strengthen their impact. We are also in the process having used wider society training previously to tailor this more for the coming year once elections are complete.</p>
We'll reshape our advice(su) around student protections by clarifying and promoting new rights emerging from consumer law, supporting students to make complaints where justified- and we'll promote rights work about employment and housing too.	Know your rights campaign launched	<p>We have had a meeting with advice(su), SSS and officers and created a marketing/comms plan for promoting student rights at appropriate points over the academic year. This includes re-writing materials with a rights focus and officer blogs from IAE, ML and MC that coincide with articles and newsletter content and social media and screen info.</p> <p>The next piece of work due in March is the Student bill of Rights. JC, LA and JM will be working on this.</p> <p>Meeting set up for officers, E&E and advice for Jan to look at distinction between casework, rep work and complaints and channels for these and how to best handle these. Update – This has been postponed and we are awaiting a new date.</p> <p>A successful marketing campaign around basic student rights was carried out in Oct/Nov. this is being continued with a 'thanks to your input' series on the main SU social media accounts.</p> <p>In addition work has continued influencing national regulation in this area- see CoS Report on OfS</p>
We'll run a series of projects focussed on improving support for student representation & feedback, improving the effectiveness and student awareness of institutional level representation and improving the dissemination of its impacts; identifying top student issues for action at school, faculty and institutional level; establishing significant	Rep Conference Held Term Two	<p>This year we added two additional training sessions for reps, with 114 reps completing training this year (43% of elected reps). This compares with 263 (60%) in 2016/17, a decrease of 17%. The possibility of online training options is being explored to increase engagement from returning reps in training. The new Head of Education and Engagement is in post and will be establishing strategic goals for the team, one of which will include increasing engagement with Course Rep training.</p> <p>We are collating a record of key issues raised at SSLCs, as part of identifying top student issues for action at school and faculty level. This will form part of our insight work, creating a database of issues raised at SSLCs across the university, which is easily searchable by department / issue. We have also identified schools where are not being sent SSLC minutes, and have raised this with the university centrally who have followed</p>

education policy focussed conference events for reps; empowering reps to intervene on improvements required from subject level TEF; and ramping up student involvement in course review.		<p>up with schools. We are commencing a piece of work to overhaul the Course Reps section of the SU website, to facilitate the communication of Course Rep impact on a school-by-school basis.</p> <p>All student reps were invited to Edge Conference, 13 attended, so we will be revisiting this ahead of next year's Lead Change programme to increase engagement. We will be hosting a session for School and Faculty Rep Convenors specifically focused on TEF and key and emerging issues in the HE sector. This will take place prior to the next round of rep elections, so we can also use this as a vehicle to promote the process, and encourage Convenors to identify students who could put themselves forward to stand.</p> <p>We have reopened discussions with the University regarding paid student involvement in course review, discussions are progressing and positive, focussed on implementing this for May course review events.</p>
Social Enterprise		
We'll complete Phase Four of the Union House refurb in the Bars and UNIO/LCR Floors- delivering over 200 new seats with a focus on daytime usage, improved lighting and access to sockets, and ensuring our spaces and facilities are better suited to student group event usage- multi functional, student focussed spaces that students want to use day and night.	Phase Four Complete	4a complete (Blue Bar and Red Bar refresh), 4b (Blue Bar toilets) due Xmas, 4c Red Bar raised platform Easter/Summer, 4d LCR day & Unio Refresh Summer
We'll take the SU's food offering to the next level- exploring new lunchtime deli, evening international/dessert and late night food offers, reviewing menus in Pizza, maintaining and developing our value(su) range in the shop and making UNIO even more ethical- working directly with growers and ensuring that every cup sold helps community projects in the developing world.	New Unio Coffee supplier launched	TC TO UPDATE: In Retail and Catering we have reviewed the value range and are now providing nearly 300 products for our members at affordable prices. We have also provided a hot food offer from the Bakery for £1 and launched the new Go Global cart with a more street food offer and a loyalty card. We continue to work with Wicked coffee in Unio on the ethical supply and are currently in the process of producing the mood boards that show "the journey of the coffee bean". We have soft launched Costa and Unio Ice Cream, we have updated the bar food menu.
We'll review our entertainments- a wider range of events to serve the full diversity of our membership (less focussed on alcohol or late nights), converting spaces to become the first SU in the UK to open bookable Karaoke and Dinner Party rooms focussed on the needs of international students, launching student focussed gig ticketing platform and focussing on developing and hiring student talent for our club nights.	New gig ticketing platform launch	TC TO UPDATE: More Clubs and Socs and International Events run; Karaoke launches January; New ticketing platform delayed- MSL roadmap has pushed back to term 2. Student Talent Programme underway on Club Nights next phase ties to A List relaunch next term
We'll complete negotiations with the council to sign a new long term lease on The Waterfront, relaunching it as the hub of a network of spokes of alternative venues in Norwich- complete with exciting new plans for its development and programme, and a long term investment plan to improve facilities, production and access.	Lease agreed	TC TO UPDATE: Heads of terms have been agreed we hope to sign in 4-8 weeks. VMS to undertake operations review, development and maintenance plans in place
We'll work with UEA and community partners to take part in NUS' Alcohol Impact scheme, changing social norms around drinking on campus and shaping new attitudes towards responsible alcohol consumption to improve the health and wellbeing of students and create a more inclusive environment for our members.	NUS Alcohol Impact assessment and action plan developed	TC TO UPDATE: Union project group formed, awaiting SSS to develop University wide project group. We got over 500 responses to the NUS survey
We'll pressure UEA to implement and fund a major new institution-wide mental health and wellbeing strategy on campus- and we'll work with the Vice Chancellor to become an exemplar implementation campus from the UUK taskforce on sexual harassment and violence, taking "Never OK" and "Good Night Out" into the city through a new community partnership.	Licensing policy change secured	TC TO UPDATE: Fixed term project staff in place. GNO being presented to city venues licensing group, 7 venues signed up and undertaking training. GNO becoming part of NUS Best Bar None Criteria, GNO becoming part of Norwich City Council standard licensing conditions. Priority Campaign activity in place for Term 2.
Student Experience		
We'll work with other SUs to conduct and launch research into student attitudes to teaching excellence, lobby the new OfS to recognise the power of student representation, and work with the Uni executive to ensure subject level TEF	Teaching attitudes research launched	Teaching Excellence project completed and has had a major impact with OfS committing to use in the TEF review and to build upon in its programme of research work. OfS lobbying has continued apace (see main CoS report) and has delivered national changes to the OfS Regulatory Framework. Following a series of recommendations and meeting, the University has now agreed a new "teaching Excellence Planning" process (with student input and engagement in the cycle) for each school. We have also taken part in TEF subject level pilots.

prep drives positive change- insisting on dramatic and rapid action when it comes to assessment and feedback improvement.		
We'll be relentless in our pursuit of suitable facilities for students on campus as student numbers expand- ensuring student focussed outcomes in the refurbishment of the campus, working together to create temporary social learning space as the student body expands and holding the University's feet to the fire on suitability of teaching and learning spaces, timetabling and social space.	Expansion strategy agreed	Recommendations in these areas formed a central chapter of the Student Experience Report (the detail in which has been discussed formally and informally) and we received a formal yet vague response in the new year. We have however now secured a place on the University's Strategic Space Group and will progress through this body.
We'll collaborate with NUS to tackle student financial support- delivering research into the day to day costs faced by students and calling for a university wide approach to consultation on fees and charges. And we'll develop a clearer agenda on employability- calling for better career links in schools, a joined up approach on extra-curricular and a new university wide career opportunities programme.	University wide group formed	Recommendations in these areas formed a central chapter of the Student Experience Report (the detail in which has been discussed formally and informally) and we expect a formal response in the new year. These issues also form a central plank of our work around rents and a key component of our lobbying to OfS. In January OfS funded UEASU and Middlesex to carry out National research work in this area which was presented to the OfS launch conference in February. A University wide group is late in being formed and should have met by the time of the meeting. We have also supported the international students' officer in carrying out a dedicated piece of work on international student costs. Careers policy work will follow next term.
We'll strengthen the student-academic partnership within a new Student Charter, focussing on driving innovation, use of technology and added academic value, and we'll secure a new UEA wide standard on involvement of and consultation with students about its services.	Charter developed and agreed	This requires capacity on the University side which has been delayed given UEA is taking part in subject level TEF pilots. The indication from a meeting in December is that UEA will commit to at least starting this work in the Spring/Summer.
Infrastructure		
Business intelligence, data and systems will be a key focus for the year- we'll improve the connections between our systems, drive efficiencies in financial processing, enhance use of feedback to move toward "real time" response and commission work on developing data insights for decision makers across our social enterprises and charity operations.	Data systems plan agreed	Project not started due to staff absence and awaiting university side Office 365 implementation and installation of new finance software
We'll develop a new digital focussed comms strategy- improving understanding of the SU amongst members, trialling ways to treat students as active insiders, and getting positive proactive PR into the student and wider communities. We'll also pilot a new staff ownership scheme for IT procurement and introduce new tools for collaboration, social networking, project management, and task management for staff.	Insiders projects completed	<p>We have almost completed work on a digital focussed comms strategy, reaching out to other students' unions on their strategies and using best practise to lay the foundations for our own. We've continued to have a strong relationship with student press to ensure we can be proactive with officer campaigns and the work the SU is doing on behalf of students.</p> <p>We have promoted various apps across the Office 365 suite that enable staff to work more collaboratively with each other. Apps such as Teams, Planner and also encouraging them to work on documents/presentations via One-Drive to allow for multiple people to work on the same project at one time.</p>
We'll take our work on Student Staff to the next level- employing more students to further improve the student-career staff balance, introducing new student managers across the organisation, developing our terms conditions and training around student needs and striking a major new partnership with the Trade Union movement on rights at work.	Trade Union partnership agreed	Latest numbers suggest we have enhanced slightly the SS/CS balance; new student managers have been introduced; work with GMB on Ts and Cs will take place next term and the GMB partnership has been successfully launched. All student staff meeting held with student GMB rep presentation. GMB attended some staff inductions talks. GMB actively representing student staff on disciplinary issues
We'll further enhance our work on wellbeing- supporting the wellbeing champions scheme, reviewing HR practices to reduce stress, improving teamwork across the organisation, working to improve social opportunities in partnership with key UEA departments and making a major investment into flexible resilience development for all our career and student staff.	Resilience pilot completed	Resilience train the trainers completed in Dec and will roll out to career staff and a test group of student staff in Mar/April/May.
We'll take a lead role in driving partnerships between SUs- developing new types of learning and development	SU visits programme runs	The SU Visits programme launched and 85% of career staff engaged. Collaborative training was piloted over the summer, got good feedback and is likely to be repeated in 2018. The pilot for SU Manager skills sharing is up and running and will be reviewed in March. We also collaborated with other SUs on a Scandinavian

experiences for officers, acting as the delivery partner on a new skills sharing partnership between SU managers, and asking all departments to help facilitate the sharing of expertise, resources and ideas with other SUs.		Study Visit in January. Both COS and Director have recently been appointed as external trustees for Winchester SU and University of Suffolk SU respectively, with some uea(su) Heads of departments considering or applying for other SU external trustees positions. A joint SU research consortium project produced Value for Money research in February.
Healthcare		
We'll monitor, review and report on the impact that the removal of the NHS Bursary has on students and we'll work with the Health Sciences student societies to produce bespoke resources on Extenuating Circumstances and Fitness to Practise.	New resources released	Big Conversation survey is live and will close on Monday 5th March, we have 150 responses at time of writing. This includes questions looking at the impact of the removal of the bursary. School processes for Extenuating Circumstances and Fitness to Practice are currently being reviewed, advice(su) have been involved in discussions with the school. Once these process documents have been finalised we can update our resources.
We will release a specific report on Healthcare student involvement in all engagement activities including student reps, attendees at our events, and clubs and societies.	Report released	We are currently collating figures on healthcare student membership across all our clubs and societies, which will form part of the report on healthcare student involvement in uea(su). We are addressing feedback submitted by healthcare students to council, by working with those students to find solutions to the concerns that have been raised. We will work with the Health Sciences school to audit the current state of Wednesday afternoon teaching sessions, pushing to make these free of timetabled study wherever possible to support engagement. Students in Physio and Nursing are working with us to set up casual netball games to increase casual participation in sport and build a sense of community.
We will research out of term services for Health Sciences students and involve students in championing our city-based events, launching a pre-release of our new City-based night out exclusively to Faculty of Medicine and Health Sciences students.	New night launched	We hosted a Do Something Different evening event specifically for Health Sciences students. City-based partnership is on hold due to staff absence. Education and Engagement Team will review this objective and its relationship to other groups of students who may be on campus over the summer (eg. postgraduates) to decide the best route forward. We will use data from venues to look at existing engagement and map out when particular groups of students are on campus over summer, exploring links between this work and our outreach and WP commitments.
Postgraduate		
We will conduct research into the wide variety of experiences of PGT courses and its impact on students and develop specific programmes to support postgraduate students in finding housing	Research released	Postgraduate Taught Masters Research completed this term. As a result, UEA has now committed to developing a policy around both PG and UG dissertation support. Further work on support for housing for PG students will continue (alongside other aspects of the PG student experience) will continue in Term 2. Conversation with Homerun: need work with private landlords. If there were PG specific contracts they would always have someone in them as it stretches over summer. PG being put into UG heavy halls, why don't they allocate PG students all together in one hall. Engagement has taken place with UEA regarding the alignment of contract end dates with course end dates, so PGT students have accommodation for the duration of their study. Research into masters programmes has been completed, providing us with a comprehensive understanding of the full portfolio of masters courses at UEA, providing a foundation for our engagement with students on a range of courses. The aforementioned Insight Strategy will include specific provision for postgraduate(su) ensuring we continue to be experts in postgraduate student experiences across campus.
We will understand barriers to leadership and develop leaders in the postgraduate committee.	PG leader strategy launched	All members of Postgraduate Committee were invited to Edge Conference and we intend to offer further professional development opportunities to PG committee before the end of this term, including: Never OK training and a development day as part of strategy development for postgraduate(su) 2018/19. PG leader strategy will be addressed within the wider strategy for postgraduate(su).
We will develop a specific range of activities exclusively for postgraduate students to fight loneliness and create a postgraduate community, supporting groups of postgraduate students to run their own events via the social grant.	Activities programme developed	Last term, we saw 505 attendances at our calendar of PG-specific events. This term, we have developed a calendar of events for March and April to help tackle loneliness over the Easter break, when fewer people are on campus. This includes 12 one off trips / events, for which we are now taking sign ups via the website and promoting on social media. We are also relaunching a programme of recurring events such as a postgraduate pool league, quiz, and 'craftermoons'. These repeated engagements are designed to support a postgraduate community, offering opportunities to interact with the same group each week, alongside the one off events / trips calendar. Spend to date on Social Grant / Conference Fund: Social Grant - 2017/2018: <ul style="list-style-type: none">Spent £392Approved but not paid £490Remaining £5,108 Conference Fund - 2017/2018: <ul style="list-style-type: none">Spent: £1214.39Remaining £4785.61
We will organise activities in UNIO such as a book club/book swapping bookcase, games evening, the language café and	Unio programme launched	Christmas Day event was hosted in Unio with board games and free coffee. Over 70 students attended. Craftermoons in Unio are to be introduced from March onwards, as well as an Intra-PG pool league to be introduced in Scholars. Education and Engagement is working with Strategic Communications and PG Committee to formally launch the programme in early March.

many more to provide non-alcoholic event options for postgraduate students.		
International		
We will provide bespoke guidance on housing, ensuring international students understand their rights and the processes of local letting agencies, lobby the university to provide a guarantor scheme, and focus students' employment rights via the advice service	Advice developed	Following on from the success of the housing and employment workshops we have also booked in further workshops this semester on academic complaints and plagiarism, these have been developed in conjunction with advice service.
We will create events promoting friendship and belonging during the welcome period and beyond, by supporting and developing cultural nights on campus, working with student groups to lead and promote these.	Events plan runs	Much of the last update on this area of work still stands we have arranged many events promoting friendship and belonging. These have included trips to the fireworks, pumpkin carving and Christmas card making to encourage friendship and integration. We have run many international themed Monday nights in Blue Bar, which have been led by cultural societies. The success of the DSD scheme has also had an impact on this work with many student groups running more open sessions on a regular basis.
We will ensure that UNIO has events that will focus on integration and friendship, review our range of international foods in the shop and add tools to the web to automatically translate electronic materials	Events plan runs	We have reignited the Language café and working on a global café initiative. We are also developing a badge system for staff that are bilingual to offer this as an option to order their drinks in their chosen language. We have utilised the exhibition space for an international day and will look to deliver more this semester. We are working with the shop and pulled together a focus group with the part time international officers to get the right products, a specific focus has been African spices. We have also broadened our tea offering in Unio following INTL student feedback.
Equality		
We'll support the negotiation of new statutory liberation societies to better coordinate campaigning, democracy and peer support for students in liberation groups and enable more students to be involved and shape our E&D work.	Lib Society rules agreed	LC: New societies structures all agreed
We'll launch UEA Unity to improve the inclusivity of our societies and share best Practice.	Launched	LC: Extensive work has been done on re developing our training to include E&D principles, we have brought together a club and society of the month programme instead to drive up standards within student groups. But we are still exploring the best way to implement this within societies.
We'll expand the education and training we deliver for staff, student leaders and stakeholders in the local community.	Programme runs	This semester we have hosted Black History Month, with a workshop on cultural appropriation with 50 attendees of both students and staff attended. A workshop on cultural awareness was also included as part of the Edge Conference offering. We hosted a 'Is What a Disability Looks Like?' Workshop as part of Disability History Month which had 5 staff attendees. Transforming Equality hosted a Thursday Afternoon Live workshop for all staff before Christmas, and the Never OK initiative was part of a Thursday Afternoon Live session in February. In December we hosted a Monday Morning Live training session for all staff on gender pronouns. March will see a Reclaim The Night event marking International Women's Day, this event is hosted by and for students, but has an emphasis on being out in the community, supporting education on women's rights issues. In the run up to elections we hosted Lead Change workshops specifically for students in liberation groups to provide training and support for nominating themselves for positions. As part of LGBT+ History Month, 11 people attended a queer academic workshop. Also we launched the not every disability is visible campaign (with the badges) so that could count as education. Seven staff have been trained across the organisation to deliver Resilience Training to all career staff, which will be hosted via 5 sessions from the middle of March until April, and as part of the Edge Conference resilience training was delivered as a one hour session to student leaders.
We'll help all student clubs, societies and groups to diversify, improving training and encouraging all groups to set targets on diversity that reflect their situation and stats.	Targets agreed with 70% groups	LC: We have overhauled our training package and development plans to include encouraging diversity. We have also implemented an equality impact assessment form for student groups to fill out on their large events to ensure they are considering this as part of their planning. The setting of targets can be difficult with student groups, that aren't particularly diverse to reach out and do more taster activities.
Digital		
We'll launch an SU app, improve accessibility on our website and launch a new website design, as well as integrating a new box office website onto our platform.	App launched	LC: We launched a promotional campaign during the Freshers & Returners programme to encourage students to download the app and beat the queues to join clubs and societies at their respective fayres. We have designed a campaign that will last all year round to promote the features and benefits of the app. Working with a company called Recite, we have added an accessibility bar to our main SU website which gives users the ability to change fonts, colours, google translate webpages as well as many other features. We worked with MSL to develop a new website design and launched it over the Summer. We held a student focus group on the design and were able to factor in their suggestions in the outcome. We are working on creating a website development plan so ensure that we can keep our website design relevant and accessible year on year.
We'll roll out Office 365 Groups and Teams, allowing real time interaction and collaboration between leaders and SU staff	Roll out completed	We have created office 365 groups for each department as well as groups of staff across the organisation. We launched the use of teams in our weekly staff meeting. All staff have access to Microsoft Teams through the Microsoft app store as well as the UEA application catalogue. Further roll out of teams is due in Term 3 via the IT Champions
We'll invest in data analytics to drive decision making across the organisation and work to reduce manual processing across our services	Analytics dashboard piloted	We piloted the use of Power BI, a Microsoft data analytics tool as part of their Office 365 suite, in conjunction with Google Analytics. MSL are working on allowing third party data analytics platforms access to data which would enable us to further work on integrating different sets of data. We have now employed new staff capacity in this area. Exchequer implementation further delayed at their end although should be complete by the time of the Board meeting.

Subject:	A Strategic Approach to Impact
Produced by:	Jim Dickinson, Chief of Staff
To:	Trustee Board
Date:	20 th March 2018
Action:	To discuss
Paper:	TB828 A
Status:	Open
Purpose:	The SU Governance Code requires us to develop a strategic approach to impact analysis and reporting with particular reference to our charitable objectives

Introduction

The SU Good Governance code includes several references to impact- not least that “the board [should] evaluate[s] the union’s outputs and impacts by measuring and assessing results, outputs and outcomes”

Our Good Governance action plan therefore includes the following items:

- Plan for analysis of impact on beneficiaries to be formulated
- Developing impact reports that are more accessible to members

When the Union was assessed for the “Quality Students’ Unions” scheme in the Summer of 2016 we received a “Very Good” but not “Excellent” rating. This was largely not because the initiatives used to measure impact were unsatisfactory; but because we were not able to sufficiently demonstrate sustained impact through the main measures such as NSS and our own Annual Survey:

Excellence in this component will be achieved when the Union is confident that impact is embedded, following several iterations of the cycle of planning, delivery, and appraisal of results

In a sense therefore the core recommendation was “keep calm and carry on- and come back to us when your scores improve”. We already look at key performance impact measures on a Quarterly basis and should be looking to be reassessed through QSU in the Summer of 2019.

Further Actions on Impact

The report also recommended the following:

A: UEA is ambitious to prove social impact on students and should evaluate the Student Stories project and consider what form of tracking could be built in to quantify impact in future years. The Union could consider reflecting upon the true impact of each part of its activities and thereby gaining a full understanding of how the Union adds value to the UEA student experience. This approach would support future planning and demonstrate they are true “Students Transforming.”

B: The Union could give consideration to further refining its impact reporting in the context of a longer term cycle of planning. In practice, this could mean taking current impact measures and setting out what longer term steps may be required to achieve their vision.

In relation to A) we have now convened a “transformation stories” group to look at how we might capture experiences of those actively involved with us and track impact both over their time at UEA and shortly afterwards. This group will report on plans shortly and a paper will be forwarded to the June Board.

In relation to B) I have asked each of the groups working on strategy revision to consider their three year plans and associated measures and we will require those groups to demonstrate their intended actions will contribute to the long term measures.

In relation to “Developing impact reports that are more accessible to members” this is now a core objective for the restructured Communications Team.

Appended is the SU’s evidence return into QSU on Impact from Summer 2016.

In this area our self-rating is Excellent (3) on the following basis:

The union has a strong focus on delivering impacts for its members. Everyone in the Union is mindful of, and focused on, the impact(s) they are trying to achieve. The union fully understands its impact and is able to draw clear links between its impact and its strategic plan, therefore demonstrating how its vision is being delivered.

- The union's overarching strategy is set out in our Annual Report and Student Transformation Strategy 2015-2018 (12.1), which was developed between officers and permanent Union staff. This document details our vision for 2018, and sets out how we're working toward this vision in the 2015/6 academic year. This report includes a section on impact, which details the planned impacts we anticipate– we intend to measure these in 2020.
- The targets set out in the Annual Report and Student Transformation Strategy 2015-2018 are broken down into Key Performance Indicators (12.2). For instance, in the Annual Report and Student Transformation Strategy 2015-2018, we pledged to 'implement new dedicated strategies for providing student opportunities that understand the lives of postgraduate students, nursing and midwifery students and international students'. In our Key Performance Indicators, we set a target to get over 1,000 nursing students involved in nursing programmes – and we've exceeded this target by getting 1,106 students involved.
- Every Department within The Union has a department plan which is drawn from the strategy and has KPI's set against each area, so we can assess our impact and review where we are and what more we need to do. (12.3, 12.4)
- All project plans for The Union include what the projected impact for students will be. E.g. The Pitch up enterprise project (12.5).
- All our project plans are all written with students in mind, whether students will benefit and what the impact will be. (12.6)
- Our Transforming Equality scheme is based around departmental activities and impacts (12.7). For instance, our Operations department pledged to install hearing loops at our reception points to make our building more accessible, with the view to allowing both students and visitors to use the full range of our facilities.
- The International and Postgraduate Strategies also focus on impact and are incorporated into all department plans with KPI's to ensure impact is made. (12.8, 12.9)

The union has an understanding of how the culmination of activities creates impact at a higher level and is able to demonstrate detailed examples. The union may be able to quantify the degree to which individual activities contributes to its overall impact.

- Each year, we produce a magazine which showcases activities which have gone on over the last year, and celebrates achievements of groups or individual students. Last year, this publication was called 'eXhibit'. The stories featured in this magazine feature clubs, societies, volunteering opportunities and enterprise. Some of the articles focus on a particular society, such as Norwich Nightline (p.11), whereas others focus on a detailed case study of how union activities have benefited a particular student (p.8). These articles feature quotations and interviews with students, meaning that the readers can hear about the impacts in the students' words (12.10)
- We are currently executing a 'Student 100' project, where we collect 100 testimonies from students as to how the Union has worked to transform them. (12.11)
- Each week, our officers write articles which summarise what they are currently working on. These articles often include planned impacts, or feedback as to how successful their campaigns have been. The articles are also included in our postgraduate and undergraduate student newsletters, which are distributed to all of our members every Monday. (12.12,12.13)
- At each union council meeting, our officers report on the work they have been doing, and explain to the students attending how their work has impacted the union, university and wider environment. A summary of these are available in the union council minutes, which are published on our website (12.14)
- A full list of our policies are available on the website. Once students have put forward policies and they have been voted in at Union Council, all students can follow what we have done regarding the policy on our website and the impacts of the policy. (12.15)

The union is aware of its soft impacts and often reports on them. While the union may not quantify these soft impacts, there is evidence of plans to do this in the near future.

- We run a 'Quality Conversation Project', where members of student staff sit with students every week to fill in a survey. The aim of the project is to spark meaningful conversations between members of staff and our members, and ensure our staff remain 'in touch' with the student population. These surveys ask about a particular aspect of the student experience at UEA – past topics have included what students think about housing, and asking them how the union has impacted their student experience. The answers to these surveys are collated by the Campaigns and Democracy department, who produce weekly reports summarising this data and examining trends. These reports are distributed to all members of staff (12.16).
- One of our Quality conversations was about impact, asking students if and how the Union had impacted on their life, so we could see where individual students thought we had made a difference (12.17).
- We ask students who take part in clubs or societies to give their feedback on how being part of that group has impacted on their time at UEA (12.18).

- All our Student reps are asked in their survey about the impact being a rep has had on them as well as on their course (12.19).
- EXhibit Also reports on soft impacts that students gain through Clubs, Societies and volunteering. (12.10)
- We are currently planning a 'Student 100' project, where we will collect 100 testimonies from students as to how the Union has worked to transform them. (12.11)
- We are aware that the Union impacts our members in all the roles they have, so as well as reporting on impacts for groups such as committee members, we also look at specific roles and collect data on how students think we have impacted on them, another example is asking about the impact being a student trustee has on our trustees (12.20)

The union makes use of simple measurement tools to determine the scale of each impact. As a result, the union has detailed knowledge of where its activities have been most effective and created the greatest impact.

- We ask students who take part in clubs or societies to give their feedback on how being part of that group has impacted on their time at UEA (12.18).
- Quality conversations as described above, look at the scale of impact the Union makes to the lives of students in all areas. They uncover what has made an impact and if no impacts are reported how we can best meet the needs of our members (12.20).
- Our Shop and Venues teams use Net Promotor Score (NPS) to look at their impact (21.21) to review the services we offer and measure the customer experience.
- Our impact website (uea-su.webflow.io) displays clear evidence on the impacts we have made with simple tools such as attendance to different events for all segmentation groups of students (12.11).
- Our Monthly Digital Communication report helps us to identify what students are interested in, and where we have made impacts. We also use our reports as a way to identify feedback on what we could do better (12.22). As part of our overarching students|transforming this report is completed by students staff with career staff support.
- When we plan to do an event or activity our marketing department will create a marketing plan (12.24) with the staff lead and elected officer. As part of this conversation we will discuss what "good" looks like and how are we going to measure the success of the impact of this activity. We will often ask the What, How and Why are we completing this? These KPI will range from number of attends to an events, to number of visitors to a news stories. This impact measurement will be reviewed in a Wash Up Meeting (12.23)
- When our new students arrive, and our current students return, we understand this is a key period to ensure we have a impact and support our members which will impact their entire university life. We continually strive to develop our offering during this period to ensure we don't just focus on income generational events which just are focused towards 1st year undergraduates. Our key member of staff will write report after this period with her/his finding and have this as a handover document.
- We further expand upon this by review which events we held for each of our demographics and segmentations. During 2015/2106 we created a different schedule with a programme of events for our harder to engage membership groups such as international and PG. To continue the process once events are over we review the all of the events and the impact they have had, and to look at how we can improve (12.25) we cross reference our Freshers' Events against demographics and segmentation. As an example we ask students who define as "mature" to review the impact the previous years events in their assembly.

The union assesses how well its activities meet planned impacts during delivery as well as afterwards. Where the planned impact is income generation, the union has very robust measurement tools and multiple indicators in place. As a result, the union has very detailed, accurate data on the performance of its income-generating activities. Everyone involved in these activities will have knowledge of their activity's performance. There is significant evidence of where this knowledge has influenced going-on management and planning.

- All our services submit a weekly reports to measure current income data and the level of income generated. This date is cross referenced to their budget/forecast and also used to create ratio to ensure any variances if highlighted and investigated.
- Our live music which covers our gigs and club-nights and each duty manager submits a report at the end of the activity which is circulate to all stakeholders. This report will cover the settlement to any external parties and have a clear income breakdown against budget and are reviewed in the weekly venues meeting with a member of SMT present. These reports have been created to reflected the wider offering of live entertainment at uea|su so different type of events have different form but all have formulas to ensure the cover sheets reports on the income predicted to the actual. (12.40). This are used across all our venues and this included our venue in the city "Waterfront"(12.27)
- We continue review our Club night attendances throughout the year to monitor attendances and our members buying habits. This allows us to programme supporting marketing to reflect this trends and measure the impact of marketing elements
- We offer a wide range of live music events which attract and are marketed towards a range of different audiences. To ensure we are controlling our advertising spend for this events we analysis where the attendance travel from for different type of events. This allows us to focus our marketing spend on local/national advertising depending on the data. This means we are able to maximise the return on the advertising spend.

- We hold a large number of gigs each year, and ensure that we have a wide range. We look carefully when booking gigs to ensure we will have an audience and run at a profit, unless it is deemed that a slight loss will benefit members who don't usually get to see music that they are interested in. (12.28)
- Our finance team use forecasting in our Management accounts to ensure we have actual and forecasted data which allows our operational managers to adjust spending to ensure and assess our budgets monthly to see where we are at against our forecast. (12.29)
- As a member-led charity our members are able to scrutinise and make decisions on financial aspects of the Union, for example at our AGM where the forthcoming budget is shown to Council for them to review, approve or ask for changes (12.30).
- The need for financial control runs from our senior managers to our student staff members. A clear example would be the student staff team leader who work in our venues department. As part of their role and to understand the operational objectives one of their daily talks to perform safe checks to ensure our actual cash income reflects our recorded income. (12.32)
- A growth income area for uea|su in 2015/2016 has been media and advertising sales. To monitor the income of a weekly basis we have monitoring system where all staff will input income and expenditure and have a clear data dashboard for the head of department to review. This allows her to easier review where income and costs are against budget and forecast and has indicator to highlight any areas of concern. (12.33)
- Our commercial oversight boards oversee our commercial ventures, and look at all aspects from finance to NPS. Those who sit in the board range from student members, student officers and managers, ensuring input from a range of stakeholders. (12.34)
- To ensure all our income reflects the views and ethics of our memberships we have a clear advertising and procurement policy decided by student council. This ensure although the focus is on driving income we have our members interests at the heart of what we do and they are able to shape and impact on the relationship we develop. (12.35)
- After we run an activity, we review the process and examine the impact our projects had on those people that took part as previously mentioned (12.25)

The union's members are able to identify a number of ways in which the union has positively impacted upon them individually. As a result, members understand how the union makes a positive contribution to them personally as well as to others. This means that the union is able to demonstrate that its activities and actions add value to individual members and groups of members in a significant number of ways.

- One of the surveys we completed for our 'Quality Conversation Project' asked students specifically about how the Union has impacted on them (12.37).
- The individual case studies featured in the 'eXhibit' magazine demonstrates ways in which clubs, societies, opportunities and enterprise have positively impacted students (12.10). This year we are introducing the student 100 project which will also record individual stories (12.11).
- We are in the progress of collecting 100 student stories where they have been transform through their engagement with uea|su these stories are hosted on our impact website(<http://uea-su.webflow.io/>)
- We are aware that the Union impacts our members in all the roles they have, so as well as reporting on impacts for groups such as committee members, we also look at specific roles and collect data on how students think we have impacted on them, another example is asking about the impact being a student trustee has on our trustees (12.38)
- One of our Quality conversations was about impact, asking students if and how the Union had impacted on their life, so we could see where individual students thought we had made a difference (12.17).
- We ask students who take part in clubs or societies to give their feedback on how being part of that group has impacted on their time at UEA (12.18).
- All our Student reps are asked in their survey about the impact being a rep has had on them as well as on their course (12.19).
- Students put themselves forward in our Students transformation Awards, citing the areas in which the Union has made an impact on their time at UEA (12.39).
- We ask students who take part in clubs or societies to give their feedback on how being part of that group has impacted on their time at UEA (12.18).
- Damn Good Mid Year Review- (QSU-Local)

The union makes widespread use of impact targets where there is need and their use supports effective impact reporting. The union can demonstrate impacts that have enriched its parent institution, its local community and the national movement. This enrichment is of a very high quality and adds real tangible value.

- Each week, our officers write articles which summarise what they are currently working on. These articles often include planned impacts, or feedback as to how successful their campaigns have been. The articles are also included in our postgraduate and undergraduate student newsletters, which are distributed to all of our members every Monday.
- As an organisation which relies on digital communication to engage our membership we review the impact of these communication channels once a month in the form a monthly communication report. This allows us to monitor and measure our communication impact.

- To continue to measure our impact we have a clear set of satisfaction indicators for our services. These are approved by our board and reviewed on quarterly basis. These range from our commercial operations to our advice centre and measure our students satisfaction
- We use our venue in the city to be a positive impact on the local community. This allows our membership and the wider population to watch live music and in a safe and secure location. Our campaign against sexual harassment is clearly dominantly displayed throughout the venue and include on the night reports.
- Our member are passionate about making change locally and nationally this can be reflect in one of our officers being elected to NUS block 12 and several motions they submitted via NUS conferences
- We are proud that our campaign "Never Okay" won the best campaign award recently at the Womens NUS conference
- Uea|su hosted black history month with our BME officer this year and had over 654 attendees to this event (<https://www.ueastudent.com/articles/transforming-the-black-and-minority-ethnic-students-experience-at-uea>)
- Recommendations from our research into the international student experience have been accepted by the University and will lead directly to change (12.41)
- Similarly our Honestly project on PGR mental health has had several recommendations accepted that will lead to change (12.42)
- We are proud to be a living wage employer (<http://www.ueastudent.com/articles/ueas-is-now-a-living-wage-employer>) we lobbied UEA to change to be a living wage employer and are pleased to announce that after discussion they decided to become a living wage foundation employer (<https://www.ueastudent.com/articles/uea-living-wage-campaign-success>)
- At each union council meeting, our officers report on the work they have been doing, and explain to the students attending how their work has impacted the union, university and wider environment. A summary of these are available in the union council minutes, which are published on our website: <http://www.ueastudent.com/main-menu/democracy-reps/democracy/union-council/council-documents-and-notice>
- A full list of our policies are available on the website, and through the "What have we done" tab, our staff and members can see the list of impacts this policy has had. <http://www.ueastudent.com/main-menu/democracy-reps/democracy/union-council/union-policy>

There is clear evidence that impact data is used as a primary tool in the union's planning process. The union can demonstrate detailed and considered understanding of the unplanned or negative impacts its activities may have on the local community and the wider environment, and can demonstrate that it proactively manages them. This may be demonstrated by one of more written impact management systems.

- When organising events in the local community, part of the event management plan will be on minimising negative impacts on others. This can be seen in the event management plan for Pimp My Barrow an annual community fundraising event.
- Our Housing department use the student housing survey in May, to decide when to start running housing events (in October/November time) and balance this against when students tell us they start looking for houses
- Uea|su assess the impact of activities at the beginning of the year and the CE will submit a list of Key performance indicators which different benchmark to review during the year and to ensure impact date is used to measure success (12.43)
- Recently we have been awarded a later licence for our on campus licenced venues. This allowed us to view the impact we had on the local community and put measure into place (<http://newspot.me/n/01tts4sk>)
- During our fresher's fayre this year a external partner was handing out free sombreros, although they have received a copy of our advertising policy before the event and also received a copy on the day, we discuss how this activity breach our policy. This activity caused some reaction from local and national press. We understood this may have a negative impact on our organisation and our members and the local restaurant in question. Through research with our stakeholders (see stakeholder report) we are able to use this feedback as a primary tool in our planning process.

The union has an environmental management system that includes an environmental impact assessment and a mechanism to control identified impacts. The union can demonstrate continuous improvements in this regard. In the preceding year, the union has won, or is operating a level where it could win, accreditation to the Green Impact Gold Award and the Best Bar None Award.

- We are a Green Impact Gold Union, have just recompleted the audit and the University also takes part (<https://www.uea.ac.uk/about/sustainability/get-involved/green-impact>)
- Our membership give us clear direction of how we should manage our impact on the environment, these can range from motion in our student council asking us to not accept any income from companies involved with fossil fuel to ensure our procurement policy
- During our welcome week events we understand events of this nature may cause a significant amount of waste. We have our own internal systems to reduce what waste we produce, we also ask our commercial partners to be able mindful and consider the waste from their promotional material. We ask them all to use biodegradable carry bags.

Subject:	A Strategic approach to Benchmarking
Produced by:	Jim Dickinson, Chief of Staff
To:	Trustee Board
Date:	20 th March 2018
Action:	To discuss
Paper:	TB828 B
Status:	Open
Purpose:	The SU Governance Code requires us to develop a strategic approach to benchmarking with other unions/organisations

Introduction

In the new adapted SU Governance Code, we are expected to demonstrate that the board “regularly considers information from other similar organisations to compare or benchmark the organisation’s performance”. In our action plan on Governance we have then said that we would:

- More pro-active review of information from similar organisations so as to benchmark performance to be formulated to include annual cycle for benchmarking.

Benchmarking is comparing our processes and performance metrics to other organisations. Things that are typically measured are quality, time or cost. In the process of benchmarking, managers identify the best organisations in their sector, or in another sector where similar processes or services exist, and compares the results and processes of those studied to one's own results and processes. In this way, they learn how well the targets perform and, more importantly, the business processes that explain why these organisations are successful.

It also enables Trustees to evaluate performance more objectively than if only internal data was available, improving both accountability of managers to the Board and forward strategic planning.

To date we have tended to have an ad-hoc approach in this area- with key managers and/or authors of papers variously using some data from other organisations within proposals or analysis exercises. For example we have in the past compared “Block Grant Per Head” with other SUs to analyse our funding position and compared our NSS performance to comparable Students’ Unions. Our staff survey in the past has benchmarked engagement with other SUs and voluntary sector organisations. We have also used benchmarks to develop the annual KPI targets although this has not been explicit in the papers.

However we have not to date had a systematic approach in this area.

Identifying Comparable Unions

No two Students’ Unions are the same; but we do share characteristics with other SUs. Students’ Unions that meet the Governance standard have tended to identify a “tracker group” of 5-10 SUs to regularly compare against. These have tended to include:

- Similar University (Size, Shape, Age, Course Portfolio, League Table Positioning)
- Similar Turnover
- Similar Role/Range of Services

On this basis I would propose the following nine core Unions as a comparator set:

- Bath
- Exeter
- Keele
- Kent
- Lancaster
- Loughborough
- Surrey
- Sussex
- York

Each are campus universities; they all operate retail, catering and licensed trade operations as well as developed student opportunities and student advocacy services; all have a considerable “on campus” population and all of the Universities are in the Top 30 for Student Satisfaction. Most belonged to the now defunct “1994 Group” of Universities which was formed as a “Second Tier” group to the Russell Group. All feature a full range of academic courses.

Core Benchmarking Data- Sources

There are two number of sources of core benchmarking data available to us:

- Charity Commission: The Charity Commission website carries top level data and analysis tools based on all Charities' annual returns.
- NUS Survey: This runs annually and collects data relating to finances and commercial performance, participation in student opportunities and democracy and governance.

Core Benchmarking Data- Approach

Although the SUs above are the most similar, only using those SUs in analysis would rob the Board of valuable comparable data when looking at particular areas of the SU. For example in commercial terms UEASU is easily the largest of the SUs on the list and to only look at the core unions would means we would miss comparisons with those with large nightclubs; live music operations; etc.

We should also seek to avoid an "overload" of data, being careful to identify data that is useful in decision making and planning at a given time.

I am therefore **proposing** the following approach to apply from the **June** Board:

1. That each Quarter the board receives a paper on "top line" benchmarking data relating to each core area of the Union. For example:

- | | |
|----|---------------------------------------------------------------------------------------|
| Q1 | Infrastructure and Overall (Sep)
Overall turnover; Block Grant; HR*; Cash Reserves |
| Q2 | Advocacy (Dec)
Services Provided; No Course Reps; Election Turnout; No Sabbs |
| Q3 | Opportunities (Mar)
Clubs and Societies; Involvement Metrics inc E&D |
| Q4 | Social Enterprise (Jun)
GP By Outlet; Commercial Contribution; Turnover |

**an example of an HR benchmarking report that went to the last HR Sub Committee is appended*

In addition to the nine identified SUs, each of 2-4 above should add up to three similar SUs that do not fit the core list. They should also where appropriate/available include data from related organisations outside of the SU sector.

2. That where managers are developing enabling strategies, a reflection on benchmarked numbers is included in all steering presentations and proposed KPIs.
3. That we seek to align the above approach to the cycle of business
4. That any specific or bespoke papers on new services or developments should include as a default any available benchmarking.

Employment Numbers

Financial Year 1st August 2016 – 31st July 2017

Headcount 1st August 2016: 61

Headcount 31st July 2017: 76

Total number of roles increased by 15

Financial Year to Date (1st August 2017 – 20th February 2018)

Current Headcount as at 20th February 2018: 80

Increase of 4 YTD since previous year

Turnover

Financial Year 1st August 2016 – 31st July 2017

Total number of staff that left during period = 9

Turnover = **13%**

Comments: Leavers consist of 2 settlements, 1 not passed probation, 4 resignations, 2 TUPE to University (Sportspark). 4 offers at the end of their term also left during this period but have not been included in these figures.

Resignations are from 4 different departments, with no reason for leaving theme to address.

Financial Year to Date (1st August 2017 – 20th February 2018)

Total number of staff that left during period = 10

Turnover YTD = 13%

Benchmarks

- Average staff turnover in the **voluntary sector** in the same period was 27%, slightly higher than 2016 (25%)¹
- The figure for **management** employees in the sector is 17%²
- Hospitality (Pubs, Bars, Nightclubs) 42%³

Comments: Turnover percentage already equal to previous year.

Leavers consist of 1 settlement, 1 retirement, 8 resignations.

3 resignations were from Education & Engagement (predominantly due to lack of management – now rectified as Head of E&E appointed start of 2018)

1 leaver from Operations – wanted to increase hours which wasn't available in this role.

3 resignations have been from Venues – reasons cited are lack of career development opportunity and management issues. HR and Senior Management are working together to rectify.

Employee Sickness

Note: Current process is that a manager records sickness on People HR, so these figures assume all instances of sickness have been recorded accurately.

Financial Year 1st August 2016 – 31st July 2017

- Total sick days taken = **259 days** (includes 1 period of absence rolling over from previous year)
- Based on average headcount of 68.5 across the year = **3.78** days per person
- Note: Contributing to this is a short number of long absences, as detailed below:

Number of days sick	Total days taken	Occurrences
0 -5	76	49
6 – 10	10	1
10 days +	173	4

Benchmarks

- In the same period in the **voluntary sector** employees were absent for 8.1 days– slightly lower than the 2016 figure (8.5 days)⁴
- For **management** employees the equivalent figure is 4.1 days per year⁵.
- The average level of employee absence for the **UK workforce as a whole** is 4.3 days⁶

¹ Agenda Consulting Recruitment Selection and Retention

² Agenda Consulting Recruitment Selection and Retention

³ Institute for Employment Research 2016

⁴ Agenda Consulting Absence Management

⁵ Agenda Consulting Absence Management

⁶ ONS, 2016

- Hospitality: Back of House 9.5, Front of House 6.5⁷

Financial Year to Date (1st August 2017 – 20th February 2018)

- Total sick days taken 2018 = 253 days (almost as high as previous financial year with 5 months still remaining)
- Based on average headcount of 78 across the year= 3.24 days per person
- Note: Total absence already almost as high as previous year, with an increase of absence between 6-10 days, and a high number of days being taken off due to absence over 10 days.

Number of days sick	Total days taken	Occurrences
0 -5	52.75	33
6 – 10	50	5
10 days +	150.25	5

agenda

Meeting:	Development and Oversight Board: Retail and Catering
Date:	7th February 2018
Time:	5.00 pm
Location:	Bookable room 2

Administration

DBBE 60 Statements from the Chair - introduction, present purpose and cycle of business

DBBE 61 Minutes of the Meeting of 8th November 2017

Performance Review of sales in the Shop and Unio

DBBE 62 Departmental Plan KPI Update (TC) paper attached

DBBE 63 Presentation NPS results Shop (MG and DA)

DBBE 64 Actions from NPS results Shop (MG and DA)

Feedback

DBBE 65 Presentation NPS results Unio (SA and GG)

DBBE 66 Actions from NPS results Unio (SA and GG)

DBBE 67 Student Managers Reports on Focus Groups (MG, DA, SA and GG)

DBBE 68 Retail action plan "Where we are?" (WS)

Other Business

DBBE 69 Any other business

DBBE 70 Time, date and place of the next meeting

02.05.18 br3

Minutes

Retail and Catering DOB 08.11.17

Committee Members Present: Alex Smith, Jenna Bailey, Wendy Storey, Shane Blake, Fufu Fang, Sophie Atherton, Maisie Greenwood, Georgia Gallant, Peter, Daniel

Chair: Jenna Bailey/Wendy Storey

Clerk: Shane Blake

Apologies: Toby Cunningham, Jack Robinson

.

Statements from Chair

JB reported it was her first time as chair, announced to table to introduce themselves, this was Peter, David & Georgia's first DOB

Matters Arising and Action Log

WS discussed the Shop's overall performance, staff ratio, turnover etc explained the shop has suffered slightly but work was in progress to improve this (eg the movement of clothes and alcohol items)

Talked about the Bakery and the improvements being made there. Talked of Tesco being our biggest competitor and staff are looking at how to keep students shopping here.

Value range is part of why G.P is being pulled down, and that the staff Ratio is high due to the training of new staff. Some career staff have left meaning student staff are stepping up to help.

TL meetings to become a regular thing for better communication, the buddy system now in place, Grab & Go up 20%

Talked about the performance of Unio, doing very well and up on last year. G.P is currently where it should be however staff ratio higher than it should but again, due to the training of new staff.

Discussed how Unio are looking at better visuals for the new menu's, stronger marketing for the new Ronaldo's Ice Cream Counter. Phase 4 completed with new seating and new décor, the input of the new Costa so far isn't affecting us – to keep an eye on however. Black Friday and Xmas drinks menu is go, student artwork to be displayed in the exhibition space, vending machines are taking good money and there are talks of a third vending machine for the library for stationary.

Phase 5 plan for next year, a potential coffee van for The Hive to help the queues in Unio and also to fill an empty space opposite Grab & Go.

WS then discussed that NUS in general did not meet our needs especially with pricing and deliveries, invoicing etc so our go ahead with the Spar partnership is very good news for the shop. Should be ready for an August 1st launch.

The Shop staff are visiting Essex soon as they open another shop, to see how they do things and what ideas we can learn from them. Electronic labels seem a big success and will save a lot of time.

Visited Nottingham, saw that they are totally Spar branded. Spar coming to the shop this week to look at shop layout and get the ball rolling with improvements.

SA mentioned the Unio seasonal drinks menu, the TL buddy system is starting to take off in Unio, secret shopper survey almost ready, NPS about to begin and will work alongside new SM Georgia Gallant. Focus groups to follow NPS, reward cards for student staff going well, recruitment taking place and the launch of new loyalty app yoyo.

MG introduced Daniel as new Shop Student manager, they are prepping for NPS, splitting shifts together then will come together for focus groups after. TL meetings taking place in the shop for better training and communication. Night work in the shop going well, better replenishment etc. this is to take over Matt's job. Maisie did a like for like test with the shop, tesco and co op and found that the shop's basket was cheaper than the co ops (hard to compete with tesco) so is trying to find a way to spread that info to the students to really explain how cheap the shop is.

WS followed on by explaining the Palmer & Harvey book to promote better deals in the shop for students again to stop students always relying on tesco. Explained how some students struggle with sudden independent life when leaving home and think the cost of living is a big shock and expensive.

Lots of projects still all go in both areas for all to focus on.

AOB

FF enquired of a value hot food range

JB explained this may be an option as she has been asked about this, coming from the back of council meeting...updates to follow.

MG told of how she went to a Post Office meeting, was a success, suggestions in the pipeline of how to better run the post office and work alongside students.

WS explained contactless is expensive for us when customers pay with it, quick and easy but charges a lot.

ALL DETAILED NOTES OF MEETING AVAILABLE IN THE AGENDA PREVIOUSLY SENT OUT BY WENDY STOREY

Paper

Subject:	Retail and Unio overview of Performance
Produced by:	Wendy Storey
To:	DOBS
Date:	October 2017/ January 2018
Action:	Discuss/consider
Purpose:	Update of performance in Retail and Catering

Retail

The Shop sales are down again, this is disappointing but due to one of our main suppliers going into liquidation not surprising.

POS Terminals: (16-25,37-39) Site(s): The Shop						
	01 Oct 2016 00:00:00 To 28 Jan 2017 23:59:59		01 Oct 2017 00:00:00 To 28 Jan 2018 23:59:59		Difference	
	Qty	Value	Qty	Value	Qty	Value
4) Spare	1,089.00	£2,080.92	8.00	£25.52	-1,081.00	-£2,055.40
5) Smokers Sundries	20,211.00	£97,188.78	15,687.00	£95,331.71	-4,524.00	-£1,857.07
11) Open Keys	4,697.00	£9,080.55	153.00	£237.94	-4,544.00	-£8,842.61
12) Meal Deal	164,180.00	£219,199.71	198,539.00	£252,138.19	34,359.00	£32,938.48
16) Bakery Foods	79,009.00	£150,386.56	81,009.00	£141,424.62	2,000.00	-£8,961.94
17) Fresh food	75,245.83	£81,226.36	70,789.73	£69,992.20	-4,456.10	-£11,234.16
20) Chilled Food	136,571.00	£215,119.63	128,049.00	£211,177.50	-8,522.00	-£3,942.13
21) Spare	1.00	£0.75	0.00	£10.90	-1.00	£10.15
28) Stationery & Computing	27,287.81	£34,839.75	22,034.00	£29,129.23	-5,253.81	-£5,710.52
29) International Foods	18,543.37	£26,540.65	18,374.00	£25,375.65	-169.37	-£1,165.00
30) Grocery	252,075.53	£251,009.78	263,176.03	£265,348.54	11,100.49	£14,338.76
31) Drinks	77,336.00	£95,289.36	64,749.00	£74,893.51	-	-£20,395.85
32) Toiletries, Health & Beauty	18,891.00	£30,748.13	19,610.00	£31,527.17	719.00	£779.04
33) Household	48,254.00	£26,392.75	50,858.00	£26,587.70	2,604.00	£194.95
34) Newsagent & Entertainment	11,697.00	£12,027.60	12,159.00	£15,474.18	462.00	£3,446.58
35) Clothing	3,457.00	£34,909.82	3,969.00	£40,876.53	512.00	£5,966.71
38) Alcohol	40,171.90	£155,324.92	35,481.00	£142,697.20	-4,690.90	-£12,627.72
39) Spare	0.00	£0.00	37.00	£45.57	37.00	£45.57
40) Special Order Hoodies	384.00	£9,846.14	177.00	£4,425.00	-207.00	-£5,421.14
100) National Lottery	3,202.00	£6,485.14	3,373.00	£7,205.74	171.00	£720.60
203) NUS Cards	27.00	£315.00	5.00	£100.00	-22.00	-£215.00
GRAND TOTAL	982,330.45	£1,458,012.30	988,236.76	£1,434,024.60	5,906.31	-£23,987.70

5) Smokers Sundries-still in decline we are now looking at stocking vaping products.

11) Open Keys- this category is not used now.

16) Bakery Foods- The new Go Global cart has been installed with everyone trained on the new menu, once this is launched we hope to see an increase in sales.

16) Fresh Food-we have seen a decline in fruit and veg, we now have many offers on to address the problem also we have had a look at our pricing and make adjustments accordingly reducing several items.

20) Chilled food- Sold a lot less products due to no Palmer and Harvey and everyone relying on Co-op and they have not been able to keep up with demand. We have now started using Bookers for back up.

28) Stationery- general decline in paper and this is mainly due to technology we have analyzed the sales data and discontinued all the slow sellers, moving over to branded products with higher margins.

40) Special order Hoodies- We are now going to display our hoodies in frames around union house to advertise this service and asking clubs and societies to promote this for us.

Retail Summary

We have noticed in general the shop being quieter in the same period as the sales data we saw 2038 less customers through the doors and the average spend per person decrease by 8p going from £4.13 to £4.05. We know that by addressing some of the issues now we will see an improvement on the declining categories'. We have seen an increase in products (5906) but we know due to sales data these are the value items with low profit margins.

GP remains just above budget at 31.6%, SSR is higher than I would expect at 11.8%, and this is due to training and not sending staff home in quieter periods. Robbie Palmer has done some good work on looking at the SSR by working out how many staff we need on different days and times, this was implemented at the beginning of January and we are hoping to see the benefits of this in January's accounts.

Unio

Unio's turnover was up by £13,356 year to date and GP was 67.3% which is good.

Vending so far has taken £13,669 year to date and we have now added a third machine to supply stationery in the Library.

I have conducted the same analysis as the shop and the results are below.

POS Terminals: (40-41 or 44) Site(s): Unio						
			01 Oct 2016 00:00:00 To 28 Jan 2017 23:59:59	01 Oct 2017 00:00:00 To 28 Jan 2018 23:59:59		Difference
2) Wet	8.00	£9.65	3.00	£5.10	-5.00	-£4.55
7) Misc	694.00	-£0.02	0.00	£0.00	-694.00	£0.02
11) Meal Deal	67,050.50	£109,215.78	73,946.00	£116,604.69	6,895.50	£7,388.91
13) Hot & Cold Beverages	6,551.66	£14,027.56	7,498.00	£15,220.31	946.34	£1,192.75
14) Hot & Cold Food	56,119.50	£77,175.40	60,665.00	£80,686.96	4,545.50	£3,511.56
GRAND TOTAL	130,423.66	£200,428.37	142,112.00	£212,517.06	11,688.34	£12,088.69

Unio Summary

The sales look buoyant the new breakfast, lunch and evening meal deals are working well and the new sandwich range is proving extremely popular. Unio has seen an increase of 11,477 customers being served in the same sales data period, although the average spend has decreased by 20p to £2.36, this is because of the value range being introduced. They have a much clearer understanding of the budget and now have processes in place that have resulted in much tighter controls on ordering, ratios and GP. The ice-cream marketing is just about complete and should be in place in the next 2 weeks, this will include menus on all tables.

Shop NPS Results

1. Too Expensive Frequency of comments: 92 Average score of responders: 6 Comments: Healthy options, groceries, and sandwiches
2. Space Frequency of comments: 26 Average score of respondents: 6.654 Comments: Long queues. Particularly busy during lunchtime. Sandwich area is difficult to maneuver through.
3. Good range Frequency of comments: 61 Average score of respondents: 7.426 Comments: Hot food range, clothes and UEA merchandise, vegetarian/vegan range
4. Great staff Frequency of comments: 29 Average score of respondents: 8.172 Comments: Staff are well informed, polite, and friendly.
5. Stock rotation and presentation Frequency of comments: 14 Average score of comments: 6.143 Comments: Sandwiches section is messy. Sandwich stock runs out quickly at lunchtime. Stock levels in shop overall are noticeably low.
6. Affordable healthy option Frequency of comments: 22 Average score of comments: 6.454 Comments: Increase fruit and veg range. Increase the vegetarian/vegan range.

What will we do now?

Using the comments obtained from the survey, we are now going to gain a deeper insight into how our customers feel and their opinions through a focus group. We will be focusing on the pricing aspect to understand what areas of the shop customers are finding expensive, as well as using this opportunity to help customers understand where our profits go. The combination of surveying and conducting focus groups will help in reassuring students/customers that we are remaining engaged with them and are listening and adhering to their interests where possible.

Unio NPS Results

NPS FEEDBACK

Positive comments

Friendly service- 59
Dietary requirements/ variety of options- 41
Convenience/ location- 43
Good coffee/ drinks- 109
Quick- 12
Best on campus- 24
Food is good- 15 (2 feedback positive comments about the introduction of the ice cream counter)
Love Unio/ regular customer- 18
Like new seating- 12 (3 asked whether all of the seating could be changed to the new seating recently introduced)
Inexpensive- 59
Atmosphere- 20
Loyalty cards- 8
SU run- 4
Better than Ziggy's- 3
Bring in your own cup discount/ free hot water- 6

Negative comments

Expensive- 9
Issues with consistency- 32 (3 feedback that there were issues with poor customer service)
Food requires improvement- 19
More meal deals- 2
Busy- 36 (most recognized that we are efficient and deal with the queueing system effectively and well)
Value range needs expanding/ reviewing and promoting more- 7
Coffee machines break- 5
Disorganized/ manic- 2

Suggestions

After the removal of our wide range of hot chocolates in replacement for the make it your own board, it was suggested that we introduce a recommendations

board, e.g. cherry in hot chocolate, butterscotch in a latte.

What are we doing now?

Our plans are to now look at the comments and gather 3 areas to target, which will be done through focus groups. We want to target the perception of expensive pricing and look at possible expansion of the value range which has been introduced as a result of pricing feedback in previous NPS weeks. We also want to look at what customers look for in our food range and how we can continue to improve our queuing system and queue times. We want to ensure that customers/students are the heart of what we do to continue to provide a great service.

Student Managers Focus Group updates.

Verbal Repot

Departmental plan

Departmental Plan Retail and Catering		
AMBITIONS: The Retail plan will deliver a much improved customer service and experience to our members and customers. Our vision is that all of our members who visit our retail and catering outlets will go away with complete customer satisfaction and return. We aim to deliver our shop standards maintain our GP whilst offering value for money. We will also produce consistency in our coffee making and launch our ice-cream offer successfully.		
Review: <ul style="list-style-type: none"> Included senior management and officers in our retail meetings Updated our shop standards and checklists to improve the shop floor Introduced a successful value range Reduced queues in the shop and Unio Worked closely with our student managers on NPS Shop NPS has declined to 0 Unio to 27 Improved our service observations to every shift Shop GP 30.4% , 2.6% off budget Unio GP 60.9%, 0.9% up on budget 	Analysis: <ul style="list-style-type: none"> Communication continues to improve with excellent feedback from the residential This is providing more consistency on the shop floor More staff training has helped speed of service Results were disappointing in both shop and Unio Improved customer service Value range has had a large impact on GP Coffee shop manager has improved consistency Turnover increased due to the launch of the value range in the Shop and Unio 	Priorities for the year ahead: <ul style="list-style-type: none"> Review our coffee offer Improve our marketing Complete phase 4 with 200 extra seats and more social learning space Offer events in Unio in the evenings (non-alcoholic) Offer ice cream and indulgent deserts in Unio Introduce a coffee and hot water offer in Grab and Go (to alleviate queues) Improve our NPS scores More training for our Senior supervisors Work with SPAR to prepare for 2018 shop launch

<ul style="list-style-type: none"> • Turnover for shop is up by 2.6% but GP down to the success of the value range • Unio turnover up 5.6% due to more consistency and the VAT changes • Launched the vending machines with excellent results • Reviewed our shop suppliers • Worked with NUS with mixed results • Grab and go range successful with sales up by 12% • Bakery range reduced with more offers and promotions on best sellers • Completed team leader appraisals 	<ul style="list-style-type: none"> • Vending machines have been very successful and are continuing to be used more often • Grab and Go improves and the NPS score was 22 • Bakery sales have improved but still needs improvement • The new shop manager not successful • Team leader appraisals have helped create new checklists and improved communication with them 	<ul style="list-style-type: none"> • Develop proposal for catering in Unio
BUDGET(S) ISSUES <ul style="list-style-type: none"> • Shop turnover - £3,301,624 • GP 30% • Student staff ratio-10.5% • Unio turnover £519,205 • GP 65% • Student staff ratio 24% 	STRATEGIC OBJECTIVES ALLOCATED HERE <p>We will explore the opportunities with UEA for expanding our retail offering</p> <p>Continue of the 'Phase \$' development of Unio and LCR daytime spaces and monitor outcomes and gain feedback from users</p> <p>Work with Spar to provide the range and prices for retail that student need</p> <p>We will develop a fully costed proposal a business plan for the expansion of catering in the Unio Exhibition space</p>	BOARD LEVEL KPIS ALLOCATED HERE <ul style="list-style-type: none"> • Shop turnover - £3,301,624 • GP 30% • Student staff ratio-10.5% • Unio turnover £519,205 • GP 65% • Student staff ratio 24% • Improve NPS score by November 2017 • Maintain the Value range
In 2017-18 we will focus in the following areas:		
Activity <ul style="list-style-type: none"> • Developing retail offer with SPAR Measures <ul style="list-style-type: none"> • Detailed plans for change • Using student feedback to inform SPAR offer • Analysis of impact on business (GP, turnover) for budgeting 2018/19 	Activity <ul style="list-style-type: none"> • Expanding the offer in Unio, ice cream, new sandwich range, evening external catering offers Measures <ul style="list-style-type: none"> • Ice cream sales, driving new business • Improved sales at evenings 	Activity <ul style="list-style-type: none"> • Establish targets for E&D in recruitment and selection Measures <ul style="list-style-type: none"> • Employed staff matches the university student demographic profile

AOB

Time, Date and Place of next meeting 07.02.18 BR2 5pm

Minutes

Retail and Catering DOB 07.02.18

Committee Members Present: Wendy Storey, Daniel Mastrangelo, Maisie Greenwood, Peter Edwards, Sophie Atherton, Georgia Gallant, Alex Smith, James Rhodes

Chair: Jack Robinson

Clerk: Sophie Atherton

Apologies: Toby Cunningham, Shane Blake, Fufu Fang, Jemma Bailey

Statements from Chair

Went around the table to introduce everyone. SA to take minutes. James's first DOB.

Minutes of Last Meeting

Minutes agreed.

Matters Arising and Action Log

WS discussed the Shop's progress and sales results. Disappointing results so far. Sales in the Shop are up £10,000. The TL meeting for that week had gone very well. International section has improved. The stationary section is down, but alcohol is up. During the first two weeks on January fresh food had taken £3,000. The Bakery is still down but go global is yet to launch. It was noted that there are less students on campus. However there have been fewer complaints for the Shop. 8p less per spend. GP is still buoyant.

Talked about how well Unio was doing. £13,700 from vending machines with 11,477 customers more, the average spend is down 20p. Currently Costa has had no impact.

MG spoke about the success of NPS week for the Shop with a score of +24, which has increased since last years +21 and significantly since March 2017's score of 0. 1% reported prices have improved. 16% noted that there was a good range. Additionally, feedback noted that staff were polite and well informed. However, 1 in 4 did not that the Shop was still expensive. It was noted that the move to Spar should hope to alleviate those issues. Students are wanting healthier options. DM reported that feedback from students noted that there were spacing issues. WS reports Spar have been suggested to come up with a layout concept.

JR noted that the Shop's reputation has improved regrading pricing. The input of student feedback has been positive. WS noted that TL's should be encouraged to feedback any concern regarding pricing to senior staff. MG noted that social media has made a difference, specifically Concrete Confessions. JR questioned healthier options in the meal deal, WS noted that the meal deal has been simplified and is currently limited by NUSSL but is hoping to see feedback on the meal deal in the focus group.

Actions from NPS- MG reported that she is hoping to expand feedback from the focus group next week.

SA and GG reported that training is being rolled out to all staff members to ensure consistency. The NPS score came out at +36. There is a new sandwich supplier which is a result from student feedback. Positive comments from NPS are noted as good dietary requirements, quick, good service and good coffee. However, negatives from the NPS were noted as busy, inconsistent and students had noted the frequency of the coffee machines breaking.

JR noted that the feedback was mostly positive and Unio knows what to do to improve. SA noted that staff are required to attend at least 1 shift per week to ensure consistency.

Focus groups- JR questioned whether students were being incentivised to attend, WS confirmed they were.

WS- confirmed a department plan was taking place for next year looking at the value range, queues, coffee machines. Hoping to encourage last night events in Unio/ hive. Shane and Cheryl are in control of bookings in that area. Phase 5 to take place- relaying floor and more furniture.

AOB

JR enquired whether we could include the simply range in the shop meal deals.

WS informed us of how successful the assertiveness session was at the Edge Conference and is now to be rolled out to all staff.

WS enquired whether Unio could look into floats with the ice cream and that Kerry had been contacted by the Indian Society about a new potential chai latte.

Time, Date and Place of next meeting

2nd May 2018, 5pm, Bookable Room 3

paper

Subject:	To approve the plan in the finance function arising from the 16-17 Audit. To include plans on further policies and rolling internal audit across the organisation.
Produced by:	Tim Cave, Head of Finance
To:	Board
Date:	02 March 2018
Action:	For approval
Paper:	TB834

Overview

The Audit Findings Report (AFR) for 2016/17 updates on the report issued in the previous year as well as discussing key points arising from the current year audit. This was presented to the Board at the December meeting by Janette Joyce from CCW.

A summary of the points raised is attached with comments /signposts to action. Where other Departments have key responsibility, the Finance team will seek to review progress before the year end.

The process of implementation of the Exchequer 365 purchasing system (Provider – Advanced World) is now entering an active planning phase and the implications and process changes that follow from that will be the key driver of new / revised policies.

Advanced engineers are currently working on the vpn required for us to facilitate Exchequer 365. There is a lot of technical work going on at their end in the first week of March so that we can proceed with training booked in for 8 March.

Resource constraints require that rollout will be gradual, trialling Department by Department to flush out practical and training issues.

The new processes are not to be seen as generating 'efficiencies' as more rigorous disciplines around ordering, correct coding and appropriate sign-off are implicit.

Finance Improvement Plan 2017/18

Issues raised in 2017 Audit

Status

<p>1) During our income testing, we noted that venue hire income could not be agreed to bank because individual items were included in all income from that day and there wasn't a breakdown of different amounts in the total.</p> <p>This is a control issue, and going forward we would recommend that management should document breakdowns of large amounts so transactions can be traced all the way through to bank.</p>	<p>This may have been an exceptional instance. The recommendation to breakdown large amounts to allow tracing through the bank is our normal practice and the bank reconciliation will identify any bankings that cannot be so traced.</p>
<p>2) During our audit testing, we noted a payment of £38k was made to HMRC on 03/08/2017 in respect of July 17 PAYE and NI. This has been reconciled to July 17 payroll with only a trivial variance to note.</p> <p>The total HMRC creditor per the aged creditors listing is £48k. The variance of £10k is due to the aged creditors listing picking up the June NI creditor of £31k, rather than the July NI creditor of £21k. June 17 NI creditor has been agreed to pre year-end payment, with the payment being correctly posted to the ledger (agreed to Exchequer).</p> <p>It is unclear how this error has occurred and management do not know why the incorrect balance is being picked up on the ledger/nominal. This is being investigated by management. There is therefore an apparent overstatement of creditors/understatement of profit.</p>	<p>NI / PAYE creditors are reconciled on a quarterly basis. The balance in the accounts can ultimately be tested against subsequent payment so the risk of on-going mis-statement or error is minimal</p>
<p>3) The Aviva pension creditor has increased from £13k in 2016 to £23k this year. The creditor should be £12,951 (being the July 17 contributions) - Management cannot explain why there is a variance but they believe the SOFA may be understated as a result of this.</p> <p>We recommend that management reconcile pension creditor balances on a regular basis and investigate why this variance has occurred.</p>	<p>This difference was identified by reconciliation at year end and we chose not to adjust for it. It will not be an issue going forward</p>
<p>4) During the year, a £9k employee settlement has been accrued for at the year end (non- contractual). The accrual represents the actual settlement paid after date, the amount of which wasn't known at the year end as negotiations were still ongoing. Settlement should potentially be recognised in 17/18 given that the value was committed at the year end.</p> <p>Also noted that the £9k has not been recognised as part of staff costs in the year. Per management, this is because an existing accrual was replaced by this one which would have debited general expenses. This treatment is not correct as it results in an incorrect classification of expenditure in the accounts – overstated general expenses and understated staff costs).</p> <p>We recommend that accruals are reversed/recognised properly such that the correct SOFA codes are utilised.</p>	<p>This was an 'efficient' approach used in knowledge of being immaterial. It's not a control issue and we will amend to avoid unnecessarily annoying the Auditors</p>
<p>5) During our review of the CC8 checklist we did however notice a few areas where the UNION may wish to review its approach to processes. These are as follows:</p> <ul style="list-style-type: none"> - Section B1 - There is no annual review of internal financial controls performed by trustees. - Section B6 - Trustees and staff are not made aware of why the charity is at risk from financial crime and abuse and of typical examples of potential fraudulent activities. - Section C1 - The charity does not keep unopened mail secure. - Section D1 - There is no written policy on the authorisation of expenditure. - Section D6 - Not all payments made by cash are from a cash float. - Section E1 - There use of fixed assets is not reviewed annually. - Section E4 – For electronic banking, the PIN / password is not regularly changed, to mitigate the risks of compromising security when individuals leave the charity. 	<p>We have not as an organisation addressed this checklist before so we'll need to do that formally.</p> <p>We should take advice on how this could be achieved (i.e. whether we can rely on Audit or document any changes)</p> <p>We should take advice on how this could be achieved (i.e. whether we can rely on Audit or document any changes)</p> <p>This is very low risk for uea(su)</p> <p>This will be addressed in Exh 365 project</p> <p>We have good practices here, using bars in lieu of higher risk cash floats.</p> <p>This will be a challenge and will require a Union wide approach</p> <p>We've reviewed this area - there is no risk when staff leave as they cannot access tokens. Pins will be regularly changed.</p>

Finance Improvement Plan 2017/18

Issues raised in 2017 Audit

Status

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>6) There is a balance per the SUS (EA) Limited bank letter of £4,768 which is the amount on the credit card at the year-end. This is recognised as a creditor within the Union accounts instead of within the SUS accounts. The balance within the Union appears to be unmoved from prior year suggesting the recommendation to maintain a credit card control account is not being performed.</p> <p>The balance has not been adjusted for or recognised within the SUS (EA) Limited accounts, although highly immaterial. This has been included on our schedule of unadjusted items in section 6 below.</p> <p>The use of these credit cards (~10 cards in circulation) have no 'pre-approval' process, therefore whilst credit card statements are authorised for payment, the payments made on them have already been incurred. We note there are varying limits on individual cards ranging from £500 to £7,500 to limit the risk to the Union of non-charitable expenditure.</p> | <p>There is no control risk here and no chance of material error.</p> <p>There is no control risk here and no chance of material error.</p> <p>The only real way of limiting this risk is dropping credit card use and reverting to expense reclaim - this is a preferred option from a risk point of view but would need to be agreed by Management.</p> |
| <p>7) There are still 'unders' and 'over' codes on the balance sheet.</p> <p>From discussions with management, we noted that these codes will still be used going forward, which makes the SOFA analysis imperfect.</p> <p>We recommend that these codes are not used and any journals made are processed correctly rather than to these codes.</p> <p>This matter remains open.</p> | <p>This is really a working method vs best practice and not a significant risk. See 4 above</p> |
| <p>8) There is a £9k provision for debit balances even though there are no debit balances to note on the year end purchase ledger. A number of balances that had been provided for were written off in the year (Dr provision, Cr purchase ledger).</p> <p>Management mistakenly provided for the debit balances again as if they hadn't been written off (Dr overs/unders, Cr provision). The provision is not required and therefore should be cleared</p> | <p>This is a one off (immaterial) error and unlikely to recur.</p> |
| <p>9) Still no sign off of monthly or year end journals. There is reliance on review of accounts to identify anything that doesn't make sense. Management accounts closely scrutinised. Reliance on Tim's and budget holders review</p> | <p>This is an area we need to consider further. We will need to find a level of review that deals with significant risk whilst remaining manageable on Admin.</p> |
| <p>10) Recommendation passed onto bar team. The process is the same this year with Z reports for tills only being printed after an event rather than daily.</p> | <p>This is probably a low risk area but we'll need a formal position from Venues team to clarify that risk is managed.</p> |
| <p>11) We noted this year that variances will be investigated by the bar staff, with a query raised if the variance is over £50.</p> <p>During our testing of Waterfront Limited, we noted the till reports are given to finance from Waterfront Limited and are manually entered into the system, so there is room for human error, which has occurred in the sample tested.</p> <p>The individual entering the till information from the reports changes between the method of entering, they either enter the actual cash reading or the till reading. They are more likely to add the cash reading if there is an outside event happening at the same time as another event run by Waterfront.</p> <p>It was also noted that on 2 of the samples the cash sheets showed a till variance of >£200 whereas all over variances in the sample were minimal. There was no evidence these had been investigated.</p> <p>We recommend staff are queried when there is a variance as this could indicate theft in the tills.</p> | <p>This is an area we need to consider further. We'll ask the venues team to review the process of cash handling at the Waterfront.</p> |



Strategy Process

- ↓ **Horizon** We try to think about what's going on around us- in society, in education, in the community and in the University- and we think about where we might change that or how it could impact on us
- ↓ **Review** We review and evaluate what we do and try to make improvements that students have prioritised. We look at strengths and try to maximise them, and we look at weaknesses and try to make them better
- ↓ **Ideas** We gather ideas from students, volunteers, activists, officers, staff and other SUs and we don't dismiss ideas that sound "out there"
- ↓ **Analysis** We think about ideas, issues and problems and try to figure out if they'll work for us. And we try to get under the skin of issues and problems when we're trying to solve them.



Horizon Scanning

The "anticipatory" competence

- inform strategic thinking, planning and target setting, including the development of future strategies and priorities;
- identify possible changes of direction and emphasis for strategy; and
- assist in formulation and delivery of strategic objectives.

By:

- systematically anticipating, identifying and preparing for new or changing situations; and
- taking into account wider socio-economic, technical etc trends, and changes in attitudes towards us, that have implications for us.



Last Summer Higher Education

- Even pre-Brexit the HE sector was going through rapid change, with a new Teaching Excellence Framework based on metrics replacing existing methods of assuring quality in Universities that will challenge the role of SUs in providing the student voice.
- There's a bleak medium term financial picture for Universities caused by reduced research funding and poorer student recruitment from each of the key student markets. This should cause us to be cautious with SU finances in the medium term and ready to defend the student interest in the event of budget reductions around the University.
- And University fees are back on the table- we need to be ready to contribute to the debate and ensure that access funding is protected in any revised model.



Last Summer Wider World

- Post the Brexit vote, we may well be at the end of a 30 year political consensus on social and economic affairs.
- While a new model emerges, the country is set to lurch from minority government to minority government, which presents the prospect of significant threats and opportunities to both students and students' unions.
- The need to be nimble and agile to ensure we take advantage of opportunities and see off threats is therefore more important than ever- as is the need to be closely connected to other SUs, wider society and Europe.



Last Summer Opportunities

- Some of our students are able to take advantage of the extra-curricular opportunities UEA offers but many are time poor or are on programmes that prevent participation.
- UEA's Graduate Employment statistics hold it back from getting "TEF Gold" and students consistently feed back that they are worried about work, both while they are on their course and after graduation.
- And research suggests that participation in our activities isn't diverse enough, with many students missing out on the friendship building aspects of activities altogether- and we're missing out on talent from under represented groups.



Last Summer Advocacy

- We've done deeper research into our students this year and that's helping us (and the University) adapt services and plans to meet the needs of our members.
- Despite major strides forward we know that students still think that we ban too often and consult too little.
- We know that when students want help, they turn to other students first and this needs to be central to our plans. And too few students are aware of their rights as a student, tenant or employee- or how to enforce them.



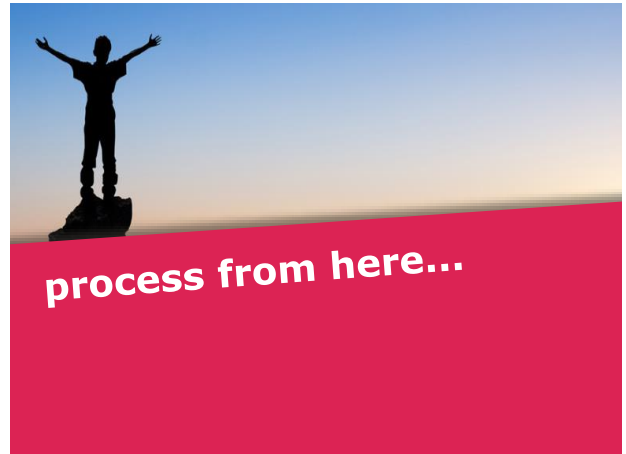
Last Summer Social Enterprises

- We know students love the SU and the LCR, but our entertainments programme is not seen as diverse and many students go elsewhere.
- Some students are under real financial pressure, and they're demanding faster change to our services and value across our services.
- Crucially, expansion means there's 1,000 extra students at UEA come September and our services need to be able to serve them in their volume and diversity.



This Summer!

- **Political**- What are the political factors that are likely to affect students/the SU?
- **Economic**- What are the economic factors that will affect students/the SU?
- **Sociological**- What cultural aspects likely to affect students/the SU?
- **Technological**- What technological changes that may affect students/the SU?
- **Legal**- What current and impending legislation that will affect students/the SU?
- **Environmental**- What are the environmental considerations that may affect students/the SU?
- **Educational**- What are the education/HE/UEA issues that may affect students/the SU?



Subject:	Strategy Revision Process
Produced by:	Jim Dickinson, Chief of Staff
To:	Trustee Board
Date:	20 th March 2018
Action:	To discuss
Paper:	TBXXX
Status:	Open
Purpose:	This note sets out the intended process for the Union's annual strategy revision following feedback at the last meeting, with particular reference to student input.

Process:

First we **think** (formative)

- **Horizon** We try to think about what's going on around us- in society, in education, in the community and in the University- and we think about where we might change that or how it could impact on us
- **Review** We review and evaluate what we do and try to make improvements that students have prioritised. We look at strengths and try to maximise them, and we look at weaknesses and try to make them better
- **Ideas** We gather ideas from students, volunteers, activists, officers, staff and other SUs and we don't dismiss ideas that sound "out there"
- **Analysis** We think about ideas, issues and problems and try to figure out if they'll work for us. And we try to get under the skin of issues and problems when we're trying to solve them.

Then we **plan** (summative)

- **Opportunities and Threats** We do our best to grab opportunities if they come by and save time to head off threats to the student body or the SU
- **Ambitions** We have a bunch of ambitions that we have for our organisation- what we'd like to be like and be able to do in an ideal world
- **Intentions** We have things we're intending to get done over a three year period
- **Plans** We have detailed plans for what we're going to achieve in the year ahead
- **Targets** And we have ways of measuring the outputs and impacts our plans will have

Base Framework:

Five **Key** Areas and Five **Focus** Areas

Key

Advocacy (We've got your back): Jo
 Opportunities (Beyond your Degree): Alun
 Social Enterprise (You own this): Wendy
 Infrastructure: Tim
 Experience (Making UEA even better): Josh

Focus

Healthcare
 Postgraduate
 International
 Equality
 Digital

For the areas the following is **proposed**:

- Each should have a lead Head of Department and a lead Officer
- They will be responsible for designing a process that follows the outline above
- Each should include the maximum amount of:
 - Reflection from other SUs
 - Input from students in the form of feedback/data/surveys
 - Leadership from students involved in meetings as part of the process
- Plans and updates will come to Management Committee and drafts will come to June Board
- For the focus areas coordinators will lead with officers and design an inevitably tighter process



governance and democracy

- Record, review and evaluate past activity in order to improve (Looking back)
- Gather current student ideas, feedback and opinion (Looking present)
- Identify new ways of doing existing things, and new things that can be done in the interests of students (Looking forward)



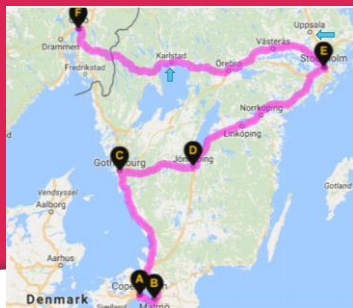
four areas of focus

- SU Democracy and Representation
- Services and Social Enterprise
- Education and Rights
- Political Possibility



Quick outline

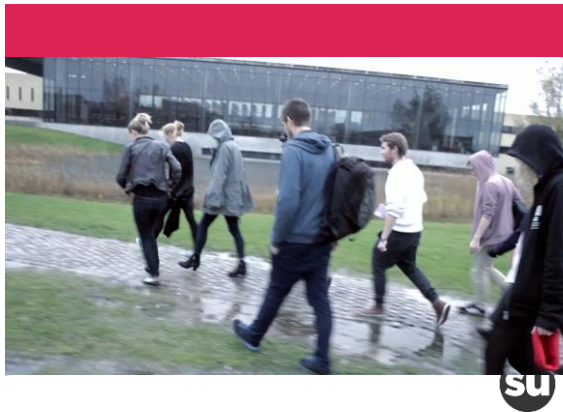
- 14 visits
- 8 Cities
- 3 Countries
- 5 days
- Temperatures between 3 degrees and -18 degrees!



Nordic HE funding

	Denmark	Sweden	Norway
Home fees	None	None	None
EU student fees	None	None	None
International student fees	6 international country's have no fees while others have fees on a non profit basis.	£9K ~ 12k per year on non profit basis.	None
Grants	£775 per month to home, EU and 6 international country's.	Circa £250 per month for home and international.	Up to 60% of the loan below switches to grant on completion. Loans circa £650 p/month
Loans	None	Circa £2,500 per year preferential loans with delayed repayment.	Circa £8,500 per year to EU and domestic students
Post study grants	Up to 2 years post qualification grant	None	None





interesting:

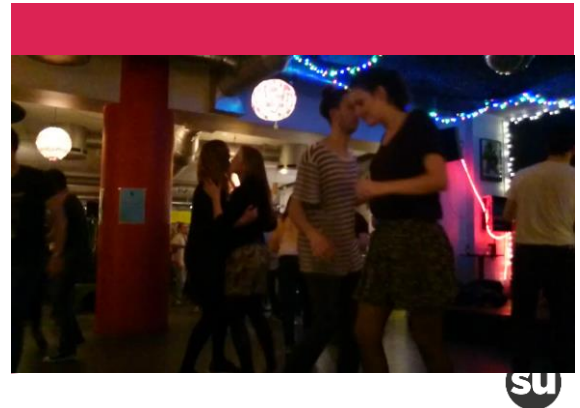
- A National Trade Union for Student Staff
 - Could NUS establish something similar?
- A National educational think tank
 - Could NUS establish something similar?
- Student City Work
 - Can we learn from this re Greater Norfolk Plan?



interesting:

- Matriculation
 - Could we learn from this approach at start of year?
- Education Blogs
 - Could we support Convenors here?
- Structures in Schools and Faculties
 - Could we develop our academic societies model?
- KSI Sport
 - Outside of University structures- Co-Op





interesting:

- Student Troubleshooters
 - Focus on students running projects
- International Integration
 - Lots of home + international activity (swing!)
- Flea Market
 - Very popular!
- Ideas
 - Big day generates ideas



interesting:

- General Volunteers
 - Could we go down this route?
- Course Rep Democracy
 - A council just focussed on Ed & Welf- policy development
- Project Funding
 - Less focussed on "business"





interesting:

Framing

- "We are committed when you can't be", "The Union is BIG when you feel small"

Committees

- Could we learn from their approach

Membership

- Should we do more to "sell" membership to students?



interesting:

Ombudspeople

- Could we do something here?

Student Ombudsmen



Right to representation

- Can we establish in law/MoU

Sabbs elected by council of bursaried reps

- Could we experiment- diff type of council?



interesting:

Course Evaluators

- Could we adopt a more positive approach?

Kick Off

- Are there ways we could build bridging social capital during welcome week

IQ

- Are there signature initiatives we can take over alcohol?





interesting:

Course Evaluators

Could we adopt a more positive approach?

Kick Off and Fadders

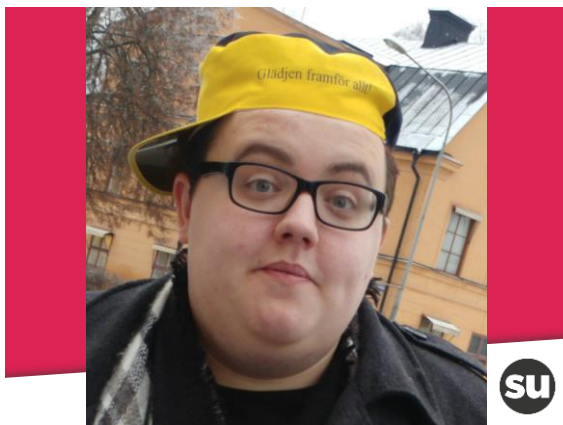
Are there ways we could build bridging social capital during welcome week

IQ

Are there signature initiatives we can take over alcohol?

No Staff Costs Club

Could we introduce non salaried roles?



interesting:

Nations as social groups
Could we do something similar?

Places and Dining
Can we learn from the de focussing of alcohol

Culture of volunteerism
Serving other students – could we introduce?



interesting:

Co-Operative Catering
Could we make a big pitch?

Rep Support
Can we do more on education/policy

Equality/Rights/Advocacy
Could our advice service evolve?



interesting:

Education- Obsessive
Could we reorient work?

Student City
Could we be positive in a vision here?

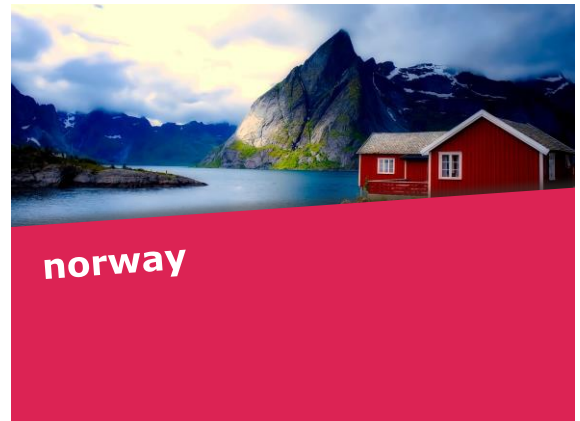
Liberation
Campaigning interesting and positive?





interesting:

- Student Assembly
 - Party list system- is ours right? + Plan
- Student City
 - Real links to the City
- Permanent Policy/Opinions
 - Could we learn from this?
- Student Health
 - NHS Funding?



policy

- beliefs (semi perm)
- action plans (by elected wgs)
- inquiries (on special issues)
- contemporaries (on time sensitive issues)
- real focus on "formative" stage

interesting:

Beliefs, Actions, Contemp Res, Enquiries
Could we learn re policy?

Elders

Could we start to rely more on alumni?

Lobbying

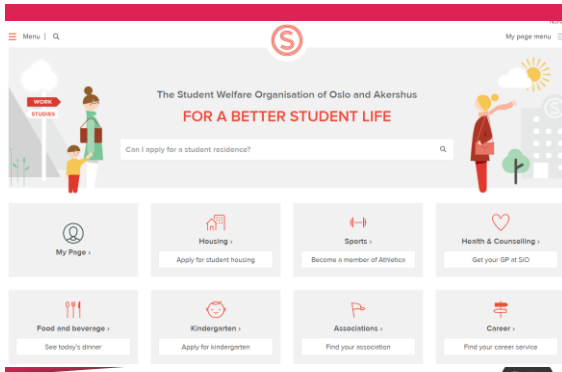
Is there more we could do here esp nationally?



**studentsamskipnaden i
oslo og akershus +
studentvelferd oslo**



VELFERDSTRINNET I
OSLO OG AKERSHUS
KULTURTRINNET



interesting:

Free Education

What do we mean? What might happen re
Tertiary Review?

Co-Operative

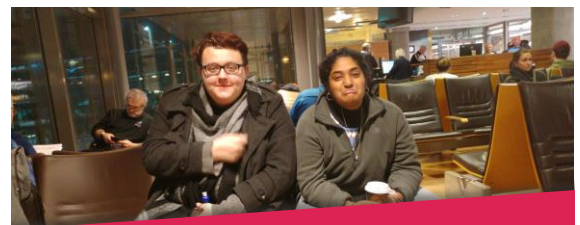
Could we develop a vision for student co-
operative services?

Separating representation from Service Delivery

Does combining them make sense?

Co-Payment

We do it for Sport, why not other stuff?



some conclusions

So...

- UK SUs highly “mimetic” but should we innovate?
- Policy/Democracy much more thought through
- Separation of functions provides focus
- Co-Operative and Volunteerism of services is very interesting
- Education rights and ombudspersons is almost a “no brainer”



appointments & hr subcommittee meeting agenda

Date: Friday 23rd February 2018
Time: 9AM – 11AM
Location: Bookable Room 1, Union House

- 009 Minutes of the last meeting**
- 010 Matters arising**
- 011 Standing item: exit interviews**
TC
- 013 External trustee recruitment, including skills matrix review**
ML
- 014 COS pay recommendation, including analysis from NUS & Kent Union**
ML – aim to produce a recommendation for the march board of trustees,
- 015 Staff engagement survey**
RD, update attached to agenda
- 016 HR plan update**
RD (attachment from LH to come)
- 017 Wellbeing & resilience update**
RD
- 018 Gender pay gap figures review**
ML
- 019 Any other business**
 - ML Discussion of COS Bonus issue, working on current issue regarding unpaid bonus, to work on a better process for ongoing years
- 020 Time, date and place of next meeting**

015 Staff engagement survey update

This update has been written on Friday 9th February 2018 – any updates from this date will be added and/or brought to the meeting verbally.

Following the last meeting, myself and Jim have been considering the way we might approach the change to the staff engagement survey provider, from Agenda Consulting and NUS to Best Companies.

Having met with Jim and begun discussions with Best Companies, this is roughly where we are at the moment:

- For the sake of producing surveys relevant to each type of staff and to produce the right kind of data for analysis, we will be splitting the company and registering twice: once for career staff, once for student staff
- The survey for student staff will be shorter and ask similar, but different questions. It is also worth noting not every member of student staff will necessarily be eligible to take the survey – a Best Companies requirement is that any member of staff on zero-hours contracts must have worked within the three months prior to the survey being released
- We are entering the survey **without** looking for accreditation with the top employers list. This gives us much greater flexibility about how and when we survey – if we were going for accreditation we would only be able to survey between August and November, which are arguably bad times for both career and student staff, and response rates may suffer
- The intention is that, particularly for career staff, staff members will be grouped into three 'departments' – charitable outcomes, operations and infrastructure and social enterprise, with the intention that this would be able to be split further into retail & catering and venues
- The recommendation from Best Companies when I last spoke to them about the package we would use if not going for accreditation would be the Discover package

The next steps are for myself to return to my contact at Best Companies and get the ball rolling, which will involve initially scoping out:

- Costs per survey
- Question creation with comparisons to previous years in mind
- Potential launch dates
- Details of the support we may be able to get in launching

Subject:	HR Projects Update
Produced by:	Laura Hagen
To:	Trustee Board
Date:	19 th February 2018
Action:	For information
Paper:	TB837
Status:	Open
Purpose:	To provide an update to the Trustee Board on key HR projects

1. Introduction of an Employee Consultation Forum

Status: **Green**

Target Completion Date: 27th February

Background: Currently only a small proportion of Student Union career staff are represented by membership of Unison. There is currently no regular forum in place to allow staff to feedback formally on employee policy or procedure, or significant changes resulting from projects prior to them being implemented in the organisation. The Board and Senior Management saw it as crucial to rectify so an Employee Consultation Forum is to be introduced to bridge this gap.

Update: The Forum is now established, consisting of 9 staff members representing the departments plus a Unison Representative for career staff and a GNB representative for student staff. The first introductory meeting is scheduled for 27th February. Following this, the group will meet as required to review upcoming projects and deliveries.

2. Review of Job Evaluation Process

Status: **Amber**

Target Completion Date: w/c 19th March

Background: A formal job evaluation scheme is in place to ensure the Union is consistent and fair in the way its employees are paid. However poor scores were received in the Staff Engagement Survey on "being rewarded fairly" so the scheme was to be reviewed to address this.

Update: A simplified, more transparent model is in the process of being designed, addressing each of the areas raised in staff feedback. New descriptors are being written to define each of the role levels within the Union, allowing more standardised job descriptions to be created. Additionally, we are part way through an audit to identify any missing job descriptions and identify anomalies against the new model along with action that needs to be taken for each.

Coded Amber because of length of time required to write descriptors exceeding original plan, due to complexity of project.

3. Review of Appraisal Process

Status: **Green**

Target Completion Date: 30th March 2018

Background: A review of the career staff appraisal process was required to address employee feedback about usability and structure relevance to their role.

Update: Specific feedback and suggestions were captured during the December appraisal cycle which were reviewed during a management team residential in February and translated into a new model. A simplified approach has been designed and the HR systems will be updated after the current round of

appraisals close (9th March). This will be taken to the Employee Consultation Forum for engagement before implementing.

4. Rollout of Resilience Training to all staff

Status: **Amber**

Target Completion Date: End April 2018

Background: Part of the Union's wellbeing agenda, the Resilience programme is a one-day masterclass intended to educate, empower and inspire individuals to discover and maximise their own levels of resilience.

Update: Seven individuals took part in a two day Train the Trainer event at the end of December, to prepare them to deliver this to their colleagues. Feedback from these delegates and the trainer was extremely positive. Complications with the contract delayed getting the materials after the event, but we now have this in full. We have purchased 300 delivery licences, which will allow this to be given to all career staff and student staff team leaders and supervisors. The group are currently planning a delivery schedule, which will be reviewed w/c 26th February.

Coded Amber due to difficulties getting the group together to finalise delivery plans (alternative shift/working patterns).

minutes

HR and Nominations Committee 23 February 2018

Present: Thai Braddick (union councillor), Toby Cunningham (senior management), Mary Leishman (Undergraduate Education Officer), Rob Drury (clerk)

Apologies: Ellie Johns (union councillor)

ML introduced the meeting, noted it was inquorate but that it should go ahead.

009 Minutes of Last Meeting

Minutes agreed.

010 Matters Arising

At the next meeting, Student Trustee, Stefano, will be joining the group due to interest in HR. This afternoon interviews will be held for the role of external HR trustee.

011 Standing item: exit interviews

TC stated that there was no paper for the meeting, but that something would be sent round to the group. In summary a majority of the leavers we've had in recent months had left due to other things they had wanted to do – career progression and travel as examples.

Two members of staff had raised concerns about their management and TC stated this was in hand.

There were concerns raised about the performance and management of some employees, but that this was not reflected in exit interviews.

The group also noted the resignation of Paul Ingleby and the circumstances surrounding it.

ML queried whether there should be concern over the turnover in Venues – TC stated some is expected, we are concerned but not in crisis. Support for the team include Occupational Health reviews, ensuring management group are up to date with the team, and TB added that support should be continued for career staff.

013 External trustee recruitment, including skills matrix review

ML discussed the skills matrix which has current trustees mapped on it as a starting point. TC notes that only training is mentioned, to which ML responded that although we have a lot of knowledge we are lacking in expertise. TC agreed. ML queried whether all skills are relevant and TC raised concerns that the matrix does not map the extent of knowledge – some may have partial experience but not full.

Regarding External HR Trustee, Kemi was to be interviewed today and another, had come forward who had more HE experience than HR. Because of this, if Kemi was not suitable for the position, the post will likely be re-advertised. The group noted that the new candidate

may be suitable to replace another trustee in the future. The group discussed possibility of needing to use head hunters which was actioned to be sorted via email before next meeting if necessary.

014 COS pay recommendation, including analysis from NUS & Kent Union

TC expresses a potential conflict of interest and that he should potentially leave the room. ML proposes that this item be moved to be last on the agenda, this was agreed upon.

015 Staff engagement survey

RD discussed the written update attached to the agenda, explaining what had happened to date, and what the next moves were to start the process of moving to the new provider.

TC asked for clarification of whether we get a benchmark against similar organisations **AP** RD to bring this back to the next meeting.

TB raised concerns over role types for student staff – i.e. a member of venues staff who works in the office will have a greatly different experience to member of venues staff who works in the LCR and bars – group agreed that when splitting up staff, a certain amount of nuance will need to be used to analyse the data correctly.

016 HR plan update

RD discussed the HR plan recently updated by LH, going over the successes and potential concerns in the workload.

The group discussed in some detail about the impact of GDPR on the organisation – TC stated that a group is coming together to analyse how we work, and that the union audited itself several years ago, and that this will mostly stand with some amendments as we haven't changed the way we work generally. TC also mentioned there will be policies for employees, students and the wider public with different people in the organisation looking after each.

017 Wellbeing & resilience update

RD discussed that the resilience initiative is going well with the initial train the trainer session having gone ahead and the group planning to meet to arrange their next steps. The intention is that career staff should be trained by the end of April.

RD discussed concerns about the engagement of the wellbeing champions in the strategy, and the difficulties from this of any actions taking place. ML queried whether it was possible to send champions to local organisations holding events such as Adnams or Aviva who are very positive in wellbeing). ML also noted that the Norwich Business School has a wellbeing research unit with lectures and free sessions being held throughout the year. **AP** RD to look into these options. TC raised about potentially looking to external companies for support for the champions.

RD shared some sickness figures with the group, which discussed levels of long-term and short-term sickness absence. While the group did note concern about this year's figures compared to last years, TC & ML requested a more detailed report including grouped reasons for absence to come back to next meeting **AP** RD to produce this.

018 Gender pay gap figures review

ML discussed the union's gender pay gap figures and noted that we were one of the first unions in the country to report. ML also discussed our figures alongside figures compiled from other unions for comparison – notably our figures are doing okay, but there are elements to be worked on going forward.

RD mentioned that as we have published on the government's website, we are also due to publish on our own. We can publish a narrative, which we will work on for before the deadline.

019 Any other business

ML raises that the board have asked her to review trustee training. TC offered to help and mentioned potentially linking up with Voluntary Norfolk who run trustee training amongst other options. **AP** ML and TC to report back on this.

ML mentions also that she is looking at reviewing the skills audit for external trustees and undertaking a benchmarking process for external trustees.

ML discusses reviewing the Chief of Staff bonus cycle to be in line with the financial as opposed to academic year to strengthen the process. **AP** ML to work with Sue Buck on a written-out process and timeline for the process to be handed through to each set of officers and identify a point of support for the officer responsible for the process.

014 COS pay recommendation, including analysis from NUS & Kent Union

ML notes that TC has left the room and discusses the paper prepared by LH regarding Chief of Staff Pay including national benchmarking to other SUs of similar size and turnover, other voluntary sector chief executives, and those specifically in Norfolk. ML also raised whether a raise in salary could or should negate the annual bonus based on meeting KPIs.

TB raised the issue of what student opinion may be on the Chief of Staff's salary rising what may be perceived as too high when there is already some level of disengagement with the union. TB stated that perhaps a salary of £75,000 may be appropriate.

The group then discussed that they needed to be sure of the reason why the salary would raise. After discussing whether it is just an annual review that has persistently kept the salary at that level, and whether it needs to be raised in order to help retain the current Chief of Staff, the group briefly discussed where cost of living increases may have put the salary.

TB suggests a salary of between £75,000 - £77,500, and retaining the annual bonus of £1,500 if KPIs are met. As the meeting was inquorate, this was sent round via email to voting members who wholly approved recommending this salary to the Board of Trustees **AP** ML to feed this to Board of Trustees.


020 Time, date and place of next meeting

The date already set for the next meeting is Wednesday 16th May, 10:00 – 12:00 in Bookable Room 1.

AP RD to check in with EJ and TB about when is best for them as this meeting may not suit availability.

the people team plan

- ongoing activity
 - All monthly Payroll activity
 - Recruitment and on-boarding of career and student staff
 - Overseeing quarterly appraisal process
 - Identifying ongoing support/training needs
 - Running of HR Sub Committee & link into Trustee Board
 - Overseeing Chief of Staff Appraisal Process with Chair of the Board
 - Carry out Stress Risk Assessments where required and undertake follow up
 - Delivery of HR Projects
 - Provide on site and telephone support for managers, including HR case work
 - Attend JCNC meetings
 - Planning of People training e.g. ILM



people hr

for hr policies & processes, quarterly appraisals information, contracts, holiday, your personal information

one drive

for payroll dates, timesheets, structure chart, pay scales

rotacloud

for rotas

	january - march 2018	april - may 2018 (plan so far)
<div>Payroll Administrator</div> <div>Millie Smith</div> <div>HR Support</div> <div>Molly Thornton (until end March)</div>	<ul style="list-style-type: none"> • Payroll run including systems improvements • Payroll How To Guide • Team training on Payroll - providing sickness/holiday cover • Collate/review QC trip HR content • Transfer of HR records to OneDrive (continued) • Illegal working requirements (continued) 	<ul style="list-style-type: none"> • Wider HR topic How To Guides
<div>HR Coordinator</div> <div>Rob Drury</div>	<ul style="list-style-type: none"> • Planning for April recruitment including process improvements • Review/communicate appraisal feedback & next steps • Equal opportunities report • Staff survey preparations • Continued sharing of HR policies in MML • Oversee Wellbeing group and initiatives 	<ul style="list-style-type: none"> • Wider learning on recruitment and induction • Learning solutions; exploring e-learning and HR knowledge base
<div>HR Project Manager</div> <div>Laura Hagen</div>	<ul style="list-style-type: none"> • Introduction of Employee Consultation Forum • Simplifying Job Evaluation process • Resilience Training rollout to all career staff • Supporting appraisal feedback next steps • Manage onboarding and offboarding of ILM 	<ul style="list-style-type: none"> • Practical HR workshops for managers • Embedding of Job Evaluation Process • Overseeing Employee Consultation Forum
<div>HR Consultant</div> <div>Sue Buck</div>	<ul style="list-style-type: none"> • Stress Risk Assessments • Ongoing HR support • Student staff probation process • GDPR 	<ul style="list-style-type: none"> • New contracts template updated • Practical HR workshops for managers

an organisation to support our ambitions



UEASU Stakeholder Perception Survey 2018

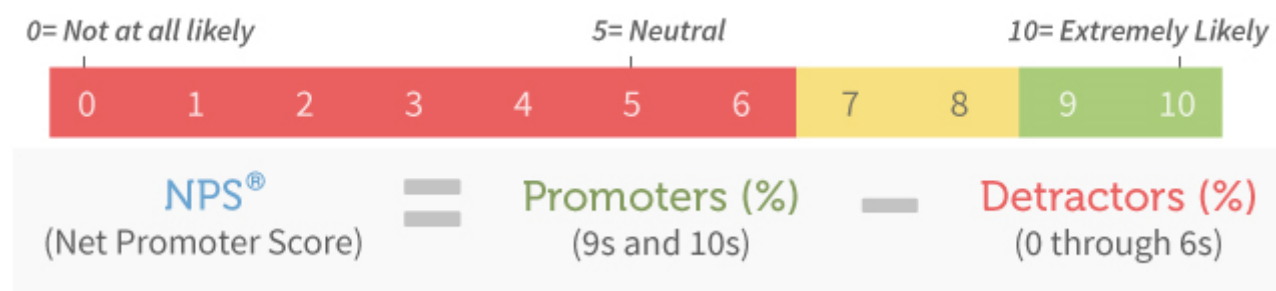
Introduction

The Quality Students' Unions standard requires that we are effective in our communications with all our stakeholders and that we are able to demonstrate effective two-way communication and demonstrate that key messages are widely known and understood. It also requires that we consider how key stakeholders perceive us, and how this perception is managed – this may take the form of a written reputation management strategy. As a result, there is a strong and beneficial relationship or partnership between the union and some or all of its stakeholders.

Whilst in the past we had some strong anecdotal evidence in this area the Board took a view in 2015 that there was more we could do to analyse this area systematically with planned reputation management action. As a result since 2016 we have carried out a stakeholder perception study, inviting the University Executive Team, wider University Staff and External stakeholders to feed back on perceptions about the Union.

This year we received 70 responses to the survey (only two less than last year)- just three from members of the University Executive team, 26 from external stakeholders and 41 from members of University staff. Wider stakeholders were drawn from key contacts that interact with each SU department- both suppliers and partners.

Understanding NPS



Net Promoter Scores are calculated using the answer to a single question, using a 0-10 scale: How likely is it that you would recommend [brand] to a friend or colleague? This is called the Net Promoter Score question or the recommend question.

Respondents are grouped as follows:

Promoters (score 9-10) are loyal enthusiasts who will refer others

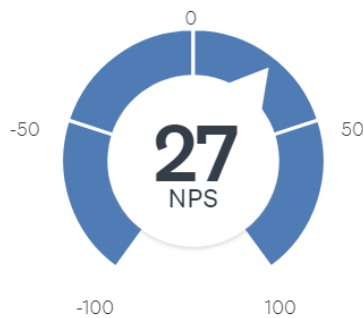
Passives (score 7-8) are satisfied but unenthusiastic stakeholders

Detractors (score 0-6) are unhappy stakeholders who can damage our brand and engage in negative word-of-mouth.

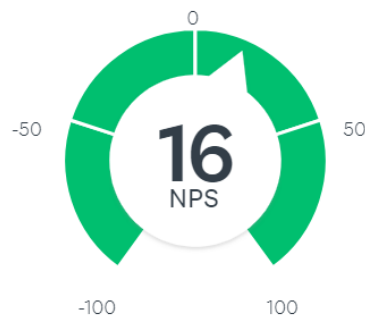
Subtracting the percentage of Detractors from the percentage of Promoters yields the Net Promoter Score, which can range from a low of -100 (if every stakeholder is a Detractor) to a high of 100 (if every stakeholder is a Promoter).

Our headline "Net Promoter Score" is +33 (2006 +21), against a SurveyMonkey global benchmark of 38. This is calculated from organisations similar to us in terms of assets, purpose and sector. The most recent NUS survey had NUSUK at -40 so we track very well against the National Union.

Your Net Promoter® Score



SurveyMonkey Global Benchmark ▼



Average from 191,878 Organizations
1/1/2017 - 12/31/2017

This breaks down as follows:

University Professional Staff +41
University Academic Staff +4
Wider stakeholder base +35

This indicates that relationships continue to be strong at the ET level, and that we have made more progress in getting our positive messaging out with the wider base of UEA administrative staff. However there is a clear differential with academic staff again suggesting that more can be done to engage with this group.

What have stakeholders noticed?

The first key question asks stakeholders what they have noticed about the union over the past year. Studies suggest that this question helps reveal key sources of promotion/detraction.

Common themes to the answers include:

- Positivity around Union House
- Commentary on positive and constructive tone to representation and University discussions
- Commentary that suggests the opposite from some respondents
- Negativity around shop queues and shop pricing is missing this year

Some interesting answers:

Relationships Positive

- A good group of officers, focused on key issues.
- As an academic trying to drive awareness of the mental health agenda it is helpful to draw on SU support.
- More positive and less confrontational attitude.
- More professional
- More visible initiatives to provide support to students and engage with the university to work on this together
- Much more collaboration with the University
- SU has been very engaged in supporting postgraduate students.
- The focus on mental health and wellbeing is very welcome.
- The SU sabbatical officers seem very well supported.
- The SU staff and officers are very professional in committees and working groups.
- Far more interaction and engagement between SU and UEA
- Always a nice place to visit esp at graduation.

Relationships Negative

- The SU have run a number of negative campaigns which could have been done so much more collaboratively for both sides if they had engaged better with UEA staff.
- There seems to be less and less of a desire to work together positively, and more and more of a desire for sensationalist and aggressive rhetoric.
- Heads of School upset about the new system of recruiting and appointing SSLC members - esp in SC
- Reports have become over-wordy.
- The SU is very antagonistic to UEA staff, including the service I work in - not at all collegiate.

- The SU sometimes takes credit for things that were instigated and developed by others.

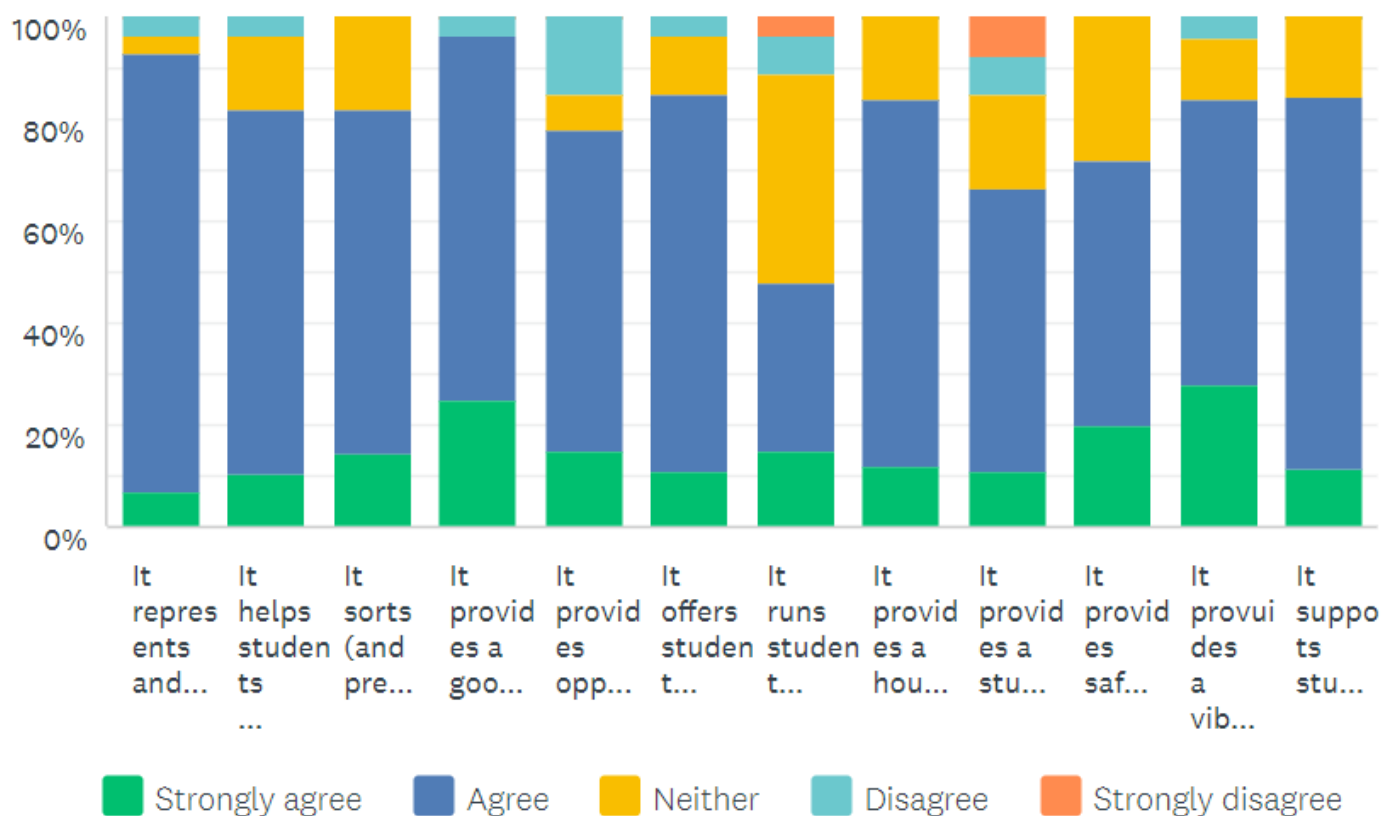
Services/General

- The hive is busier than ever.
- Strong high profile campaigns.
- It seems busier than it used to be in UNIO
- SU seems better organised in recent months than in previous years.
- It's really active and campaigning on some key issues
- More efficient
- Free printing service offered to students - looks like a very positive initiative

Overall the comments suggest that Union House continues to be an important symbol of wider organisational perception and health. There is also a clear trend in the comments around the approach taken this year on campaigns and University engagement. However there are also clearly some negative areas which may be driven by particular campaigns or departments.

How effective do stakeholders think we are in different roles?

The next question asks about interactions with and observations of UEASU, and the extent to which stakeholders would they say that the SU is effective in the main roles outlined in our organisational purpose statement. Those not familiar with us in a given role can opt out of the question.



The headline here is that we have again performed broadly well across the piece, strongest in these five areas:

- It represents and campaigns to give students power over their education
- It provides a good range of student sports and societies
- It offers student employment that's fun, well paid and transformative
- It sorts (and prevent) students' problems with help, advice and support
- It helps students to help other students

And weakest in these two areas:

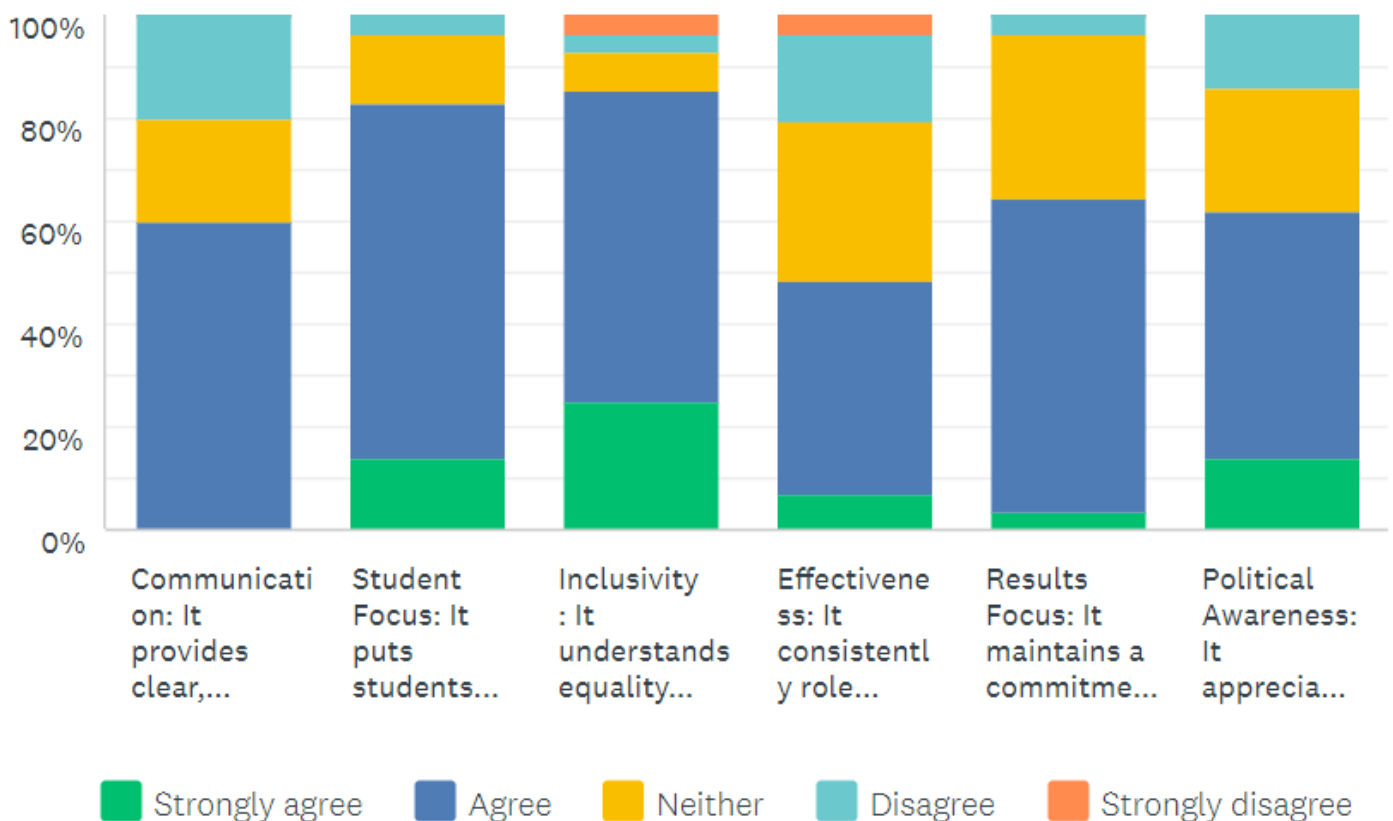
- It runs student bars, cafes and lounges- where everybody knows your name
- It provides safe, great value nights out with friends for life

This reflects further progress on representation and campaigning work and an improvement re retail on 2017, but positive perception re our "nights out" and our "bars/cafes" is falling in comparison to 2017.

How do stakeholders think we behave as an organisation?

As well as asking about effectiveness in our role, we ask about how we act and operate in relation to the key behaviours we identify in the organisational purpose statement.

This generates valuable results- whilst stakeholders believe that we value Equality & Diversity, and have a strong Student Focus, there is more we can do on effectiveness:



This is then borne out in the word association question, where our strongest scores include Visionary, Campaigning, Approachable, Valuing equality, Pioneering, and Relevant. Our weakest words are Measured, Consensual, Democratic and Consistent.

Key Strengths

These are again as varied as the stakeholder base. Comments include:

- Approachability
- Assertive, championing, provides good services for wide range of students and a healthy dose of cheekiness at times!
- Authentic student voice - campaigning
- Campaigning
- Contribution to decision making
- Delivery of the non academic elements
- Engaged in student issues inclusive effective campaigning
- From individual officers, they have been passionate about student rights, focused and very determined.
- Ideas driven
- Inclusive study body
- Independent of UEA
- Is always open to New ideas, change and improvement
- It has the best interests of students at heart.
- It helps staff to do their best for students.
- It supports a wide range of social and sporting activities and events.
- Large organisation with lots of opportunities for student employment and leisure activities
- Offers advice and support for students with respect to a range of issues
- Offers great opportunities to student staff for meaningful employment
- Overview of the student experience as a whole
- Passion
- Passionate about causes that matter; responsive to feedback; valuing equality and diversity.

- Peer to peer support
- Provides lots of opportunities
- Quality sabbatical officers
- Strong support for students
- Support for Sabbs in their Committee roles
- Support for students
- The music / events programme
- The run the best cafe on site.
- The student advisers
- They are basically benign
- They have an excellent Chief Executive and Admin team.
- You have passion
- You have the ear of the students

How could the Union improve

In this area only two clear themes emerge which are centred on the SU's "oppositional" stance in some cases- although these comments contradict many of the statements above; and the need to improve relationships at School level.

Representative comments include:

- Aggressive stance channels passion in a negative direction
- Be more focused in its campaigns. Improve its standing with students.
- Be more transparent in their decision-making and less antagonistic toward the University
- Be positive about what the university does well.
- Be more engaged at school level
- Beware issue of interregnum period between officers (June, July, August) when UEA can tend to push things through
- Build a better relationship with the university
- By not interacting with the wider city, you're missing some great opportunities.
- Clearer comms and focus
- Communicate with other stakeholders and pass on contacts when they leave - many times good relationships are forged with individual officers but when they leave the process of finding a new contact begins again rather than being a hand over.
- Develop staff members' skills at drafting committee papers for discussion - and taking on board university advice about this.
- Do more to represent the many not the few
- don't know enough to say
- Ensure it canvasses the views of the rank and file students regularly.
- Ensure SU Officer handover is strong
- Just because you demand something doesn't mean we can deliver or that we have to.
- Keep communication transparent and direct with professional colleagues whose aim is also to support students.
- More realistic goals
- More contact with academics and heads of schools
- Still a bit of a way to go on the move from oppositional to proper partnership- on both sides though
- Stop making everything into a big, sensationalist argument that you want to grab headlines.
- The NSS feedback clearly indicates that the wider student body have considerable dissatisfaction which is a concern
- Work more in partnership with the university
- Work with the uni more rather than always trying to make things difficult.
- You forget that as well as students another 5000 people also live, work and study here who are not students and their view may differ

Conclusions

Overall there are three key takeaways this year:

- There is real progress on the role of officers and representation and where we have representation through committees or meetings these pay off
- Work to improve relationships at School level remains critical and backs up our intended approach with the new Head of Education and Engagement
- It is clear that opinion is divided within professional services- and where we have run campaigns intended to drive ET level decision making but we do not have operational contact regularly may need

to repair relationships; this reinforces work on the PS side we have been doing on improving student focus and SU contact with these areas.

Subject:	Strategic Relationships and Communications 2018
Produced by:	Lou Chiu, Director
To:	Trustee Board
Date:	20 th March 2018
Action:	To note
Paper:	TB839
Status:	Open
Purpose:	We have continued to invest more resources into identifying, understanding, and building strong relationship with our key stakeholders over the years. This document ties together different strands of our existing strategy and practices, with a refined focus on areas for improvement, to consolidate our vision and actions into an overarching strategy for our relationship building, reputation management and communications.

NOTE: Usually enabling strategies are single pages. However, this area has not been reviewed properly by the Board for at least 18 months, and we were unable to run the steering session at last Board. In addition, Lou has taken on a cross organisational responsibility for this area- so this paper details in full analysis and steps to be taken that will be built into departmental plans.

Key Stakeholders

Students	UEA	Externals
<ul style="list-style-type: none"> •Student Officers •Student Leaders •Students 	<ul style="list-style-type: none"> •Executive Team •Academics •Professional Services 	<ul style="list-style-type: none"> •suppliers, providers and speakers •other charities and education providers •policy and regulatory bodies

We understand that there are nuances and narratives within each stakeholder group, which will inform how we approach each sub-group. This exercise has allowed us to look at where are resources are currently being used and assess whether that is it will make the most impact. A contextual summary for each stakeholder group is below.

Context for student stakeholders

Following from last year's Student Leadership Review, we have spent most of this year developing our processes and staffing to best support the new structures. The consequent restructure has now settled, and the teams are moving forward with: the Insight Strategy; the Lead Change programme; Student Officer training and induction; buddy(su) and students from Widening Participation backgrounds; and student staff induction and training programme.

Working collaboratively across departments, we have been developing programmes for reward and recognition, both internally in our reward card scheme for student staff and around employability with the UEA Award. Further developments are being explored in the Students Transformation Awards and the Transforming Education Awards.

The staffing structure in Strategic Communication has a focus on student stories and developing support for staff and student leaders to best communicate these stories and programmes.

We recognise that there is more work to do. In the immediate timeframe, there will be further and consistent training and coaching for staff on how to support and motivate student leaders, Student Officers in particular and progress to be made for Personal Development Planning and Exit Strategies for all student leaders.

We have recently agreed in principal with the Widening Participation Team at UEA that they will continue to work with us in supporting and developing our work with students from Widening Participation backgrounds, through buddy(su), and with our work around providing a wider range of activities for the diverse student body, in our efforts to engage with students who are not our student leaders.

Context for UEA stakeholders

Mixed feedback in the most recent Stakeholder Perception Survey but identified a clear split between our relationship with the Executive Team, with Academics, and with operational Professional Services staff.

In the past year, we concentrated on a few of our key relationships within UEA professional services – particularly with Research and Innovation Services (Careers Central); Admissions, Recruitment and Marketing; Student Support Services; Learning and Teaching Services; Widening Participation Team; Human Resources (Equality and Diversity); and Estates. This has resulted in regular meetings, joint projects and creating more opportunities for students, such as Do Something Different, Mental Health First Aid Training and expanding the buddy(su) project.

UEA Stakeholder Case Study: ARM

Following CoS's WonkHE article about outreach in the area, there had been a defensive and angry response from the Outreach Team. Several honest conversations around intention, purpose and goals for the article and the work at they do has resulted in uea(su) hosting an induction day for all of the ARM Team, a monthly meeting with representatives from uea(su) and each team within ARM, and further collaborations in a range of projects. As a result of this consistency in engagements, the social media team are more engaged with our content; the Outreach team are providing more opportunities for volunteering with our student leaders; we are able to engage more frequently with applicants; and this has opened up some possible funding and/or project opportunities in the student employment agency project and as a supplier for design and communications functions.

Championed by our Head of Education and Engagement who has an excellent track record in this area, our focus this year will be improving our School level engagement. Steps taken already includes academics invited onto the Teaching Education Awards planning group; clearer guidelines established between uea(su) and the Academic Director of Taught Programmes around the course rep, school convenor and faculty convenor elections; and a summer social planned for newly elected education-based student leaders, Student Partnership Officers, and academics.

Context for External stakeholders

We work with a wide range of external stakeholders but loosely categorised as suppliers, providers, and speakers; other student unions, charities, and educational institutions; and policy and regulatory bodies.

SMT has been actively participating in the Office for Students consultation, preparing for the General Data Protection Regulations, and continuing to engage in wider HE and SU projects, either through NUS or within project groups. This enables us to provide our teams with wider context, as well as looking to influence macro- and meso- level change for our students. This year, two members of SMT have been invited to join University of Winchester SU and University of Suffolk SU as External Trustees. We will look to support our staff who would also like to take these opportunities, or Board of Governors positions in local schools through a UEA programme. This enables us to learn and input into the wider sector, as well as building our reputation as a knowledgeable, reliable, and confident SU.

Locally, we have continued to involve our local SUs on joint projects, such as wider discussions around the Safer Taxi Scheme, the Never OK project and in consulting with the Office for Students. SMT continue to meet with FE partners but progress has been delayed. Easton and Otley College has had drastic restructures over the past year so have been slow to respond but keen to explore the possibility of setting up it's on SU. SMT will be meeting the UEA Partnerships Team to discuss collaborative support for students at Easton and Otley College, INTO and City College Norwich.

Internally, we have a re-invigorated commercial sales team to continue and develop those contacts as a point of income. The Housing Team have moved into Social Enterprises and continuing to work closely the Advice and Student Rights Team to influence the local accommodation market where able. SMT continue to pursue building the Agency Services Team, which includes a student employment agency, with UEA, to influence the wider student employment market in the local area. Most of our services have now agreed and published service standards for students; an area of development will be to communicate our agreements with external stakeholders more consistently.

Our ambitions

To fully realise our potential, investment in our stakeholder relationships is required. Below, you will find our ambitions, the behaviours we adapt, and the actions needed to achieve this. These are shaped around our values, contribute towards our reputation management and communications goals, and progress our partnerships with students, UEA and external communities. The goal is to improve perceptions around our transparency and consistency, this strategy does not differentiate between stakeholders unless necessary. Following approval, this strategy will then be incorporated into each departmental plan.

1. We will advocate for UEA students at all levels	
through...	by...
Listening to students, observing their behaviours, and speaking with them about the experiences and needs to best understand them	<ul style="list-style-type: none"> Implementing the Insight Strategy to bring together our intelligence around students' requirements, behaviours, and expectations to better inform all aspects of our work Identify students' route from casework into policy and use this to tighten our processes and communication channels Continuing to invest in student groups who do not currently engage with us, including applicants; students from Liberation groups, Postgraduate and Health Sciences courses and Widening Participation backgrounds; and students who are lonely
Empowering students to use available platforms to represent themselves	<ul style="list-style-type: none"> Reviewing student leaders' handovers and inductions to emphasise advocacy, diplomacy, and activism skills Providing tools and opportunities to develop confidence as effective representatives Communicate to students the platforms and opportunities available to them Removing as many barriers to participation and engagement as reasonably able, including cost and access
Understanding the challenges and barriers that our stakeholder groups face to find solutions and improve the students' experience	<ul style="list-style-type: none"> Listening, engaging, and discussing with student, UEA and external stakeholders Sharing intelligence and data, where appropriate Identify champions and allies for the different areas we work to drive our shared agenda forward

2. We will communicate clearly and regularly to our stakeholders about our vision, our approach, and our achievements	
through...	by...
Putting students at the forefront of our communications	<ul style="list-style-type: none"> Using students' own stories and experiences in our communication and reporting channels Investing in communication skills for all of our student leaders Training and support our teams to deliver student-led and student-friendly content
Using media that is relevant, effective, and impactful	<ul style="list-style-type: none"> Using intelligence on social media and digital content behaviours to inform where we invest resource and effort Sharing regular updates on the above with staff and stakeholders to inform their methods of communication Providing specialist training for our Strategic Communications Team
Using every written and verbal interaction clearly and with purpose	<ul style="list-style-type: none"> Delivering clear guidance on our brand, voice, and identity Scheduling regular update meetings for our staff with our Strategic Communications Team to foster a high standard of communication across all our services
Working with staff and stakeholders to hone our vision, our approach, and our goals	<ul style="list-style-type: none"> Reiterating at every uea(su) meeting our purpose and strategy to drive intention in our actions Schedule and run development opportunities for our staff and student leaders to focus our learning and actions Consistently allocate time in our strategic planning process for wider consultation with stakeholders
Implement communication systems and tools that are accessible and easy to use	<ul style="list-style-type: none"> Consult with student and external stakeholders about our website, social and digital media, meeting structures, and research processes to identify improvements Assess new platforms with accessibility and user-experience in mind Collaborate with other external stakeholders, such as students' unions, Higher Education and Further Education Providers, charities and design companies, to identify and share best practice

3. We will be passionate about our purpose	
through...	by...
Celebrating the successes of our students, staff and other stakeholders	<ul style="list-style-type: none"> • Sharing praise enthusiastically and often • Reflecting and learning from these successes • Inviting these individuals and groups to collaborate and lead change • Creating opportunities for them to share, train and support • Rewarding appropriately
Contributing meaningfully and with purpose at all levels	<ul style="list-style-type: none"> • Telling students' stories • Being knowledgeable and understanding the wider context • Reviewing and reflecting on the opportunities we take on • Asking questions and proposing solutions
Being assertive about our values, solutions-focused in our approach and collaborative in our behaviours	<ul style="list-style-type: none"> • Advocating for students first and foremost • Being transparent in our goals and values • Listening and thinking before acting • Inviting solutions and discussion • Being firm but fair • Proposing solutions
Taking and creating opportunities to learn about and from our stakeholders and staff	<ul style="list-style-type: none"> • Offering open-house SU information days for stakeholders • Providing job shadowing opportunities across the SU • Asking stakeholders if we can shadow them for a day • Attending events and activities hosted by our stakeholders
Identifying and generating champions, influencers and alliances who share our visions, passions, and goals and advocate for us in our absence	<ul style="list-style-type: none"> • Creating opportunities to engage and work with these individuals and groups • Investing in these people with training, information and recognition • Consulting with them in projects and decision-making • Providing them with assets for them to use and share

4. We will lead change	
through...	by...
Having a developmental programme for all student leaders which addresses each stage of their journey	<ul style="list-style-type: none"> • Mapping out every stage of a student's journey, from before arrival to after graduation and identify how we contribute to it • Consolidating the Lead Change, Do Something Different, student staff recruitment and volunteering programmes into one coherent operational plan • Working with and empowering our managers and staff to shape and deliver the programme consistently • Inviting contribution and input from stakeholders
Being the best student staff employer in the UK	<ul style="list-style-type: none"> • Engaging student staff in decision making • Utilising the best HR processes available • Reflecting on and reviewing our practices and processes • Inviting feedback from stakeholders • Implementing an action plan following the staff satisfaction survey
Supporting and sharing guidance and best practice with other SUs and external stakeholders	<ul style="list-style-type: none"> • Setting up a functional network for our regional students' unions and student representatives • Contributing to the wider NUS activities and projects • Being on Boards of Trustees/Governors for other SUs, charities, or educational or policy bodies • Presenting at conferences and events with stakeholders • Encouraging and equipping our student leaders to present their own stories • Contributing to wider discussions and debates • Hosting learning and development days for stakeholders
Clearly outline outcomes and success factors in all projects that we undertake	<ul style="list-style-type: none"> • Reiterating our values and vision in the work that we do • Identify milestones and communicate them with stakeholders • Establishing service agreements where relevant • Setting SMART goals and identifying resources required to meet them

5. We will work with stakeholders to spot, create and take opportunities	
through...	by...
Being actively curious, probing and testing	<ul style="list-style-type: none"> Consistently asking open questions, testing solutions and exploring our horizons Including others in our exploration Communicating our results, findings, and reflection with our stakeholders
Welcoming new ideas and suggestions that align with our visions and values from stakeholders and colleagues	<ul style="list-style-type: none"> Exploring suggestions and proposals Inviting stakeholders to contribute ideas and insights Communicating praise when they have been successful
Supporting the work of our partnerships colleges	<ul style="list-style-type: none"> Advising Easton and Otley College in their efforts to set up an independent Students' Union Establishing a network meeting twice a year for student leaders across East Anglia Hosting a community project meeting in the summer with NUA, City College Norwich, and Easton and Otley to look at opportunities to progress in shared interest projects, such as accommodation, working standards, and travel
Empowering confidence in risk taking, exploring and decision-making	<ul style="list-style-type: none"> Supporting managers in coaching staff and stakeholders to be curious and solutions-focussed Providing more awareness and confidence in completing well-rounded and thorough risk assessments Talking about taking risks and opportunities in Management Committee and Management Group to review and learn
Creating opportunities to discuss and inquire	<ul style="list-style-type: none"> Making an invitation to students and other stakeholders to contribute to projects and ideas as a standard section in our campaign and events planning across all teams Establish and communicate clearly where these opportunities are available, whether is a physical space (like a suggestions box/email) or within a process (like in Quality Conversations, one-to-ones, or in meetings)

6. We will celebrate our stakeholders' successes around students transforming	
through...	by...
Actively looking for success stories	<ul style="list-style-type: none"> Establish a communications pipeline where stakeholders can easily feed into it Asking each stakeholder directly when we engage with them Capturing transformation stories at key points of the student lifecycle Anticipating and identifying where these stories might occur
Actively sharing our stakeholders' successes	<ul style="list-style-type: none"> Using appropriate media to communicate successes Talking to other stakeholders about successes and their contributing factors Identifying through our values, why we considered it a success
Identifying relevant, appropriate, and effective forms of celebration	<ul style="list-style-type: none"> Identifying what the forms of celebration we already use and where there are gaps or opportunities Asking stakeholders how they perceive praise and recognition to inform how we celebrate successes effectively
Further developing a culture where we can recognise, celebrate, and reward excellence	<ul style="list-style-type: none"> Sharing praise enthusiastically and often Reflecting and learning from these successes Inviting successful individuals and groups to collaborate and lead change Creating opportunities for them to share, train and support Establishing a process to reward successes appropriately

Key success factors

We believe that the below characteristics and behaviours will indicate whether we have been successful:

- Informed and confident student leaders
- Student focused decisions being made
- Collaborative working with all stakeholders
- Respectful and meaningful student engagement at meetings
- Solutions focused conversations, which is open to constructive criticism and accountability
- Respectful, mutually beneficial and positive service level agreements
- Enthusiastic and energetic staff and student leaders
- A diverse range of champions, allies and influencers
- A range of insightful and inspiring student stories

In addition to these behaviours and outcomes, we would also measure improvements in the following ways:

- Number of student engagement across our services
- Diversity in streams of funding or income
- uea(su) Stakeholder Perception Survey
- uea(su) Student Experience Survey
- uea(su) Student Survey
- uea(su) Staff Satisfaction Survey
- Quality Conversations
- Event feedback
- NUS Quality SU

Summary

Our data tells us that there are four key areas when it comes to stakeholder engagement and our reputation management: consistency of our reputation and actions, being perceived as a representative of our whole student body, our engagement with UEA stakeholders, and that we are passionate.

Our consistency is closely tied with our passion. As illustrated in the Stakeholder Perception Survey, we're commended for our passion whilst, at the same time, this has been interpreted as aggressiveness. By consistently focussing on some of those passionate behaviours, such as curiosity, solutions-focussed, celebratory, and advocacy, we can build that trust in our reputation and brand. This can be delivered by our language, promotion, visual identity, conduct in meetings, and informal communications.

Our working relationship with UEA and the perception around whether we are representing the whole student body is intertwined and requires a two-fold approach. Firstly, it is about education and awareness. With the case study above, the opportunities created by showing members of ARM the full extent of what we do and what drives us has made an impact in communicating to a wider audience and creating further opportunities for our student leaders. Replicating this with other members of the UEA community could create more alliances across the campus and a task underway for the Education and Engagement Team. Those collaborations will also help us achieve the second aspect of this problem. Having a wider reach will help us engage with those students who are not yet proactively involved with the SU. Creating more alliances will enable more consistent signposting to our services and create further opportunities to engage with students. This can be seen with collaboration between us and the Widening Participation Team.

There has already been progress made across these areas and we are confident that putting these actions into place will help us see further improvements over the next year.

18/19 Enabling Strategy | ICT and Web Infrastructure

The Union's ICT and Web strategy will deliver consistent digital support for the union's activities, driving down costs, improving management information and enabling better understanding of our members

Where we were:

- Problems with NUS Digital, some areas not fit for purpose and support and development both slow
- Old inflexible network drives not accessible off campus
- Gaps in data received as part of the DSA
- Poor ICT Training
- Project management systems deployed across Venues (Trello)
- Move to web based CCTV system (hosted within wider UEA systems) shifts capex / maintenance costs and moves police liaison into University security
- Poor Finance systems and over reliance on manual data entry, manual analysis tools and paper record keeping
- Rotaville staff rota system allows for automation of hours tracking within casual staff teams but needs development

Last 12 Months:

- IT Working Group created to stay on top of projects as well as hardware and software issues
- File and data storage moved to Office 365, enabling mobile access, collaboration and version history
- Reviewed and updated our data sharing agreement with UEA with new data
- Approx 50% of career staff have now moved to mobile devices
- MSL website has had a redesign
- Work on GDPR compliance continues apace

2020 Vision:

- Digital solutions will support all areas of the Union's activity
- Analytical tools will drive decision making for officers and managers
- We will know a lot about our members and they will feed in to our decision making easily
- Interacting with us- and paying for things- will be a mobile doddle not a paper based chore

In the year ahead we will focus our work in the following areas:

Collaboration and Staff Development	Hardware Strategy	Management Information & Data	Transactions and Web
<ul style="list-style-type: none"> • Embed Office 365 champions • Close competence gaps (inc at recruitment) • Drive collaboration tools uptake • Align with GDPR work 	<ul style="list-style-type: none"> • Work towards fully mobile for all career staff by 2020 • Complete latest round of hardware refresh (retire core Viglen stock) • Refresh eduroam connectivity in Union House • Distribute expertise • Cost in and deliver Student Media hardware strategy • Complete broadband project at Waterfront 	<ul style="list-style-type: none"> • Introduce performance dashboards across organisation • Further reduce number of separate systems and invest in consultancy to ensure systems talk • Complete GDPR work 	<ul style="list-style-type: none"> • Complete migration of Box Office to MSL • Eradicate all paper forms by 2020 • Align with GDPR work • Reconcile and rationalise participation data (MSL as preferred home) • Introduce applicant tracking
<p>K 80% staff confident in resolving IT issues within their dept</p> <p>K All student staff collaboration/communication moved to 365</p>	<p>K 90% Career Staff on Mobile PC solution</p> <p>K 3 year student media hardware plan in place</p>	<p>K All social enterprises have dashboards</p> <p>K GDPR plan completed</p>	<p>K Box Office migration complete with associated cost reductions</p> <p>K All participation data housed on MSL</p>

In 2019-20

We will align the SU's ICT/Web strategy to the University's new strategy

In 2020-21

Full website and student transactions review due- evaluate web providers

RISK CLASSIFICATION	RISK	INHERENT RISK			CONTROLS	RESIDUAL RISK			Risk Owner	ACTION PLAN
		Impact	Likelihood	I X L		Impact	Likelihood	I X L		

STRATEGIC CORPORATE RISK REGISTER FOR UEASU March 2018

RISK MATRIX

Very High	5	5	10	15	20	25
High	4	4	8	12	16	20
Medium	3	3	6	9	12	15
Low	2	2	4	6	8	10
Very Low	1	1	2	3	4	5
Likelihood		1	2	3	4	5
	Impact	Very low	Low	Medium	High	Very High

RISK CLASSIFICATION	RISK	INHERENT RISK			CONTROLS	RESIDUAL RISK			Risk Owner	ACTION PLAN
		Impact	Likelihood	I X L		Impact	Likelihood	I X L		

RISK 'HEAT' MAP

Very High 5							
High 4			Loss of Key Personnel		HE Funding/review Rapid exp Stu. Nos. SUSS Pension		
Medium 3			Theft/Fraud Staff wellbeing	Brexit initiations	Trustee Board Board Engagement New UEA Board and COO Licensing relationships Live Music		
Low 2		NUSSL Collapse	Anti-Semitic events External speakers	Charity Law compliance Strategic plan Advice Centre SMT Accessing Student data Data breach Employment compliance Statutory compliance	External trustees Gen. legal compliance Membership engagement Rel'p with UEA Q26 Block Grant Financial reporting Commercial decline IT Website failure Health and Safety Fire and Evacuation	Loss of Licensed Trade Terrorism Injury or death	
Very Low 1							
Likelihood							
	Impact	Very low 1	Low 2	Medium 3	High 4	Very High 5	

RISK CLASSIFICATION	RISK	INHERENT RISK			CONTROLS	RESIDUAL RISK			Risk Owner	ACTION PLAN
		Impact	Likelihood	I X L		Impact	Likelihood	I X L		

Governance and legal										
1. Trustee Board	Poor quality governance leads to poor decision making including inappropriate behaviour or performance including legal failings	4	4	16	<ul style="list-style-type: none"> • Induction and handover • Support of SMT • Policies and procedures • Timetable of items to be approved • Recruitment of experienced external trustees • Director and Officer insurance in place for protection of trustees • Incorporation 	4	3	12	TB, COS	<ul style="list-style-type: none"> • Clear role descriptions • SMT to attend Board meetings • External trustee training • Trustees to also meet staff team at staff event • Delegated authority matrix • Terms of reference for TB • Recruitment pack for external trustees • Full review of constitution completed through incorporation process • NUS QM for good governance • Minutes published for scrutiny by members • Trustees and staff to work outside meetings on strategic development
2. External Trustees	Failure to recruit experienced external trustees with the skills required for the role or knowledge about the Charity	4	3	12	<ul style="list-style-type: none"> • Referrals for appointments • Seek references for appointments • HR & Mons to recommend on new appointments • Transparent process to appoint new trustees 	4	2	8	TB, COS	<ul style="list-style-type: none"> • Trustee recruitment pack • Robust recruitment process • Formal interview of candidates before appointment • Appointments committee • Trustee induction • External trustees invited to council annually • New trustees to meet with SMT
3.failure to engage board	Board members not engaged in issues rubber stamp reports and papers	4	3	9	<ul style="list-style-type: none"> • Referrals for appointments • Measure of attendance 	4	3	12	TB, COS, D&GC	<ul style="list-style-type: none"> • Papers circulated in good time • Training for all trustees • Mentoring with lay and external trustees • All Trustees invited to one council per year • Minutes published for scrutiny by members • Quarterly catch up with secretary to identify any issues or concerns

RISK CLASSIFICATION	RISK	INHERENT RISK			CONTROLS	RESIDUAL RISK			Risk Owner	ACTION PLAN
		Impact	Likelihood	I X L		Impact	Likelihood	I X L		

										<ul style="list-style-type: none"> Trustees to consider and report level of support, further training they require
4. Company/ Charity Law compliance	Failure to comply with deadlines for filing etc causing reputation and financial risks	3	3	9	<ul style="list-style-type: none"> Training Contact advisors Finance team qualifications 	3	2	6	COS	<ul style="list-style-type: none"> Diarised submission of CC and CH compliance Submission review on TB annual agenda
5. General Legal Compliance	Failure to follow legal requirements in any area of the business, causing legal, financial and reputational damage	4	3	12	<ul style="list-style-type: none"> Training Relationships with legal firms for free updates Legal compliance on annual board cycle Legal competence on Board 	4	2	8	DCOS	Annual legal compliance sign off by COS Department legal compliance addressed annual plans
6. Gt Scrutiny of potential anti-Semitic events	Government and regulatory bodies actively scrutinising SU events for alleged anti-Semitic content	4	2	8	<ul style="list-style-type: none"> Risk asses all events External speaker policy Liaise with NUS and other union Staff training Society training 	2	2	4	COS	<ul style="list-style-type: none"> Officer training Society training Staff training Guest speaker policy Advice to democratic bodies

Corporate and Strategy										
1. Strategic Plan	Lack of/inappropriate strategic plan leads to weak performance not meeting student expectations and failure to reflect UEA strategic goals	4	4	16	<ul style="list-style-type: none"> Strategic positioning statement approved by board Regular and close relationships with UEA Development of UEA/UUEAS Forum UUEAS representatives on UEA committees Memorandum of Understanding Strategic plan review in process Market research and Q22 Officer visibility Industry benchmarking Complaints procedure Website statistics 	3	2	6	COS, DCOS, TB	<ul style="list-style-type: none"> New strategic positioning statement in place and approved annually by TB. Monitoring performance against plan on quarterly basis at TB. KPIs for all departmental action plans SMT to regularly monitor performance against KPIs Strategic positioning statement presented to UEA Regular review of KPIs included in TB annual timetable All departments seeking member input and feedback to inform annual planning cycle

RISK CLASSIFICATION	RISK	INHERENT RISK			CONTROLS	RESIDUAL RISK			Risk Owner	ACTION PLAN
		Impact	Likelihood	I X L		Impact	Likelihood	I X L		

2.Engagement	Failure to engage membership in democratic activity threatens legitimacy of UUEAS	4	3	12	<ul style="list-style-type: none"> Restructure of Marketing team Increased resources for elections On line elections for Officers, Committee's and school reps Benchmark results with other SU's 	4	2	8	SMT. FTO's	<ul style="list-style-type: none"> Democratic activity in strategic plan Clear targets for elections eg standing and voting Review of constitution complete Increase resources into elections though development of Education and Engagement team
3. Advice centre gives incorrect/misleading advice to student.	Leads to reputational issues or legal action. This could affect reputation with students and UUEAS and also affect UUEAS license to recruit and sponsor international students	3	3	9	<ul style="list-style-type: none"> Advice Quality Standard Team meetings to discuss cases Regular liaison between Advocacy staff and UEA L&T staff 	3	2	6	DoA	<ul style="list-style-type: none"> Indemnity insurance Advice UK, UKCISA and ILPA memberships Specialist advice and training
4. Senior Management Team	Current SMT 3. Risks associated with further loss of senior management expertise reducing SMT to 2 reducing capacity to run operation	4	2	8	<ul style="list-style-type: none"> Board consider workload of SMT SMT have 3 months' notice period 	3	2	6	Board	<ul style="list-style-type: none"> Board establish relationship with NUS for possible emergency support Board have emergency plan to support remaining SMT in the event of another loss of SMT member Plan to expand SMT over time approved by board
MARKETING & COMMS										
1. Access to data	Changes in legislation removing 'legitimate purpose' clause may encourage UEA not to share data with us	3	1	9	<ul style="list-style-type: none"> Compliance with UEA DSA GDPR Training NUS legal advice on data sharing with UEA 	3	2	6	DCOS	New arrangement in place with UEA to continue to share data
EXTERNAL FACTORS										

RISK CLASSIFICATION	RISK	INHERENT RISK			CONTROLS	RESIDUAL RISK			Risk Owner	ACTION PLAN
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1. HE Funding	Changes in HE funding Changes in legislation/policy Government threat to principle of SU's and their funding GT commission review of HE funding student finance	4	5	20	<ul style="list-style-type: none"> Maintain effective relationship with UEA Maintain effective relationship with NUS Maintain relationship with local MP's Promote benefits of Union to student experience 	4	4	16	FTO's, TB, SMT	<ul style="list-style-type: none"> Lobby parliamentary candidates on HE funding Produce student manifesto Make UEA policy on HE funding Send delegates to NUS conference Take policies/vote for policies at NUS conference Develop relationship with OfS
2. Brexit	Brexit leads to the loss of international and EU students, damaging UEA business model	3	3	9	<ul style="list-style-type: none"> Monitor impact Liaise with UEA ET Seek advice from NUS Lobby at national level Work with other SMT at other Unions Cost of retail supply – grocery inflation 	3	3	9	FTO's, TB, SMT	<ul style="list-style-type: none"> Officers and COS to raise with UEA ET COS seek advice from NUS other SU's Communicate with members changes in costs
3. Rapid expansion of student numbers	Inability to provide services to all students, housing crisis, excessive use of building increases costs	4	5	20	<ul style="list-style-type: none"> Liaise with ET Student feedback as barometers Evidence of building decline/costs Work with City Council on housing Support for housing team 	4	4	16	FTO's COS, DoA	<ul style="list-style-type: none"> Feedback <ul style="list-style-type: none"> Quality Conversations Annual student survey Effective use of UEA liaison DoA to work with Housing team

RISK CLASSIFICATION	RISK	INHERENT RISK			CONTROLS	RESIDUAL RISK			Risk Owner	ACTION PLAN
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REPUTATION										
Relationship with UEA	Failure to maintain/develop relationships including change of high level staffing in both organisations, media destabilising relationship or officers and/or staff adopt adversarial relationship with UEA. Threat to funding	4	3	12	<ul style="list-style-type: none"> Established UEA/UUEAS Forum Handover to incoming Officers Presence on UEA committees COS meetings with ET members Editorial Independence but review by Marketing Comms Coordinator prior to publishing Concrete Training of Media group Ensure effective handover between Officers but also with University departments Annual VC address to Union Council 	4	2	8	COS, SMT, FTO's	<ul style="list-style-type: none"> SMT to develop relationships with key UEA personnel Formalise publishing agreement between Union and Concrete Officers continue to attend meetings with the VC and have honest and open discussions Officers to discuss relationships / issues with University at SOC. UUEAS staff to support UEA strategic review ET to input into UUEAS COS recruitment process
New UEA governance Board, New CoO	New Board with greater scrutiny in UEA operations, funding and relationships	4	4	16	<ul style="list-style-type: none"> Officer well prepared/briefed for University Council Invite members of UEA council to Union Council Meet with new CoO on regular basis 	4	3	12		<ul style="list-style-type: none"> Accept and find opportunities to engage with councillors outside room Encourage external councillors to mentor officers Build relationship with new CoO
NSS change of Q26 to be about academic engagement	Reputational risk, UEA lobbies GT/Gt decide Unions not appropriate vehicle for student rep'n. Cut funding and/or close union.	4	3	12	<ul style="list-style-type: none"> Improve rep training Ensuring transforming education campaign at forefront Better communication of UEA SU interventions to improve academic experience Recruit assistant director of advocacy Lobby UEA with coherent academic strategy 	4	2	8	HoA HoE&E, FTO's,	<ul style="list-style-type: none"> Improve and quantify rep training Run effective transforming education campaign Joint student partnership officer training Lobby university to invents in representation Support officer in committee meetings Communicate regular updates in officer and student lead academic change Rep of the month Teaching Awards Rep awards

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SUSS pension scheme	SUSS scheme fails Causing greater employer contributions	4	4	16	<ul style="list-style-type: none"> Continue to lobby UEA to help fund pension deficit Attend SUSS meetings 	4	4	16		<ul style="list-style-type: none"> Continue to lobby UEA to help fund pension deficit Attend SUS meetings
Collapse of NUS buying consortium	Due to disaffiliation by a number of large unions the NUS buying consortium collapses as it no longer has the purchasing power of large union	2	2	4	<ul style="list-style-type: none"> As a large purchaser we could negotiate our own deal ADTO to research purchasing options 	1	2	3		<ul style="list-style-type: none"> Attend NUS conferences and event to support NUS Keep close tabs of disaffiliation motions Seek contingency advise from NUS Take shop outside of NUS
3. loss of Licensed Trade	Poorly planned and managed events, events with high reputational risk Risk of University Intervention	5	3	15	<ul style="list-style-type: none"> All Bookings risk assessed High risk to be approved by DCOS Improved Event Management Plans Ongoing working relationships with key campus personnel 	5	2	10	DCoS	<ul style="list-style-type: none"> UEA notified of high risk events Event management plans agreed by UEA as necessary UUEAS dedicate appropriate management experience to high risk events HOV meets regularly with Security management team Commission audit of venue processes Commission review of stakeholder relationship

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FINANCE										
1. Block Grant Funding	Inadequate funding from the University/long term funding commitment leads to inability to achieve aims and long term planning difficulties	4	3	12	<ul style="list-style-type: none"> Maintain relationships with key UUEAS staff Budgeting Reserves Policy Demonstrate UUEAS vital to retention and attraction Monitor info from sector press NUS liaison and advice Maintain relationships with key UEA staff Memorandum of Understanding 	4	2	8	COS, FB, FTO's	<ul style="list-style-type: none"> 3 year forecasting Lobby University for proper block grant review process/ commitment to long term funding Strong relationships with UEA Trustee training
2. Inadequate financial reporting	Inadequate financial reporting masks poor performance	5	3	15	<ul style="list-style-type: none"> Monthly management accounts Finance Sub Committee External trustee with Financial Expertise Commercial Boards Annual accounts subject to external auditors, tendered every three years 	4	2	8	COS, FB	<ul style="list-style-type: none"> Heads of Dept to review MA monthly and report to COS HoF to report performance to both commercial and financed boards TB to review auditors report and approve EOY accounts
3. Fraud/Theft	Non compliance with procedures leading to misappropriation of assets/funds.	3	3	9	<ul style="list-style-type: none"> Robust financial policies and procedures Use of PO's Bank Mandates Segregation of duties External stocktaker No override of internal controls Audit 	2	3	6	DoSE, HoF	<ul style="list-style-type: none"> Review of internal controls Budgetary controls HoSE to review monthly stock takes HoF finance procedures for effective double checking payments

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Commercial Operations										
1. Commercial Decline	Decline due to failure to meet needs of the membership and changing customer habits leading to adverse effect on finances and potential reduction in services. Increased competition and rivalry from local promoters	4	3	12	<ul style="list-style-type: none"> Budgeting Close monitoring of performance Monthly review of MA Cost control Market research NUSSL info reviewed on student trends Timing of offers to student Review market offerings Maintain good service Review pricing and events Work with local promoters 	4	2	8	DCOS	<ul style="list-style-type: none"> Partnership with VMS Strategic plan for commercial to be developed Monthly meetings with budget holders and managers to discuss and control variances Market research of membership Commercial requirements Staff and officer positions on NUSSL board Make full use of NUS research and trend analysis Service providers to be under contract
2.Licensing	Bars or shop fail to hold appropriate licenses/ non compliance with licensing requirements	5	3	15	<ul style="list-style-type: none"> Training Mandatory ID checks at point of sale or at controlled entry to events Attendance of local licensing meetings Adequate SIA provision Use external licensing consultant for capacities 	5	2	10	DCOS	<ul style="list-style-type: none"> Age checks Monitoring legislation Training Policies and procedures Schedule of licensing renewal Door policy Positive relationship with licensing authority MK new DPS 2018 stakeholder and process reviews
4. Licensing relationships	Local authorities raising concerns regards in drugs and club culture Crime & disorder neighbourhood relations	4	4	8	<ul style="list-style-type: none"> Meet licensing officers New license in place approved by police Monitor and record drug related issues Late night noise Customer Dispersal 	4	3	8		<ul style="list-style-type: none"> DPS trained to support and uphold the licence Regular meeting between DPS and licensing Operating manual and training for all duty managers 'No drugs in clubs' campaign for external clubs Staff training and signage to leave quietly Safe taxi schemes, bus co. liaison.

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										<ul style="list-style-type: none"> Review external clubs particularly D&D
3. Live Music	Loss of live music programme damage to business model, reputation with University Paul going to VMS	4	3	12	<ul style="list-style-type: none"> Partnership with VMS Updating of facilities Control over costs Risk Assessments Training 	4	3	8	DCOS	<ul style="list-style-type: none"> Benchmark costs with other national providers Develop key relationships with Promoters and agents Control costs to make competitive offer Improve pre- booking events and facilities information and make available on line Maintain rigorous approach to health and safety
4. Loss of key personnel	Paul live music programmer leaving to join VMS	3	5	15	<ul style="list-style-type: none"> Retain in house capacity Review contract for key position holder 	2	4	10	DCoS	<ul style="list-style-type: none"> Retrain new staff members Develop live music strategy with Manchester Letter to PI re confidentiality Source external DM support
5. Terrorism	Need to take steps to reduce risk in light of terror incidents	5	2	8	<ul style="list-style-type: none"> staff attending local training and briefing Staff attend event safety conference 	5	2	8	HoLT	<ul style="list-style-type: none"> Seek and follow detailed advice in line with industry standards Staff training Review gig practices Review building entrance etc

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IT										
1. Lack of IT support leading to operational issues affecting all areas.	Lack of dedicated IT resource leading to operational issues, affecting services and finances, insecure data storage	4	3	16	<ul style="list-style-type: none"> IT now provided by UEA IT capitol plan New IT infrastructure in place IT enabling strategy 	4	2	8	COS	<ul style="list-style-type: none"> Risk issues present relating to Fidelity system (tills) and obtaining support. Training programme in key software to create internal champions ITC competency test for new permanent employees IT review group of champions
2. Union Website	Website crashes becomes dysfunctional Can't meet needs	4	3	12	<ul style="list-style-type: none"> Head of Department with operational responsibility Audit and review of current on-line content Back-up of content transferred early Backup plan for tickets sales Digital back up of clubs and society data 	4	2	8	DoA	<ul style="list-style-type: none"> UUEAS establish minimum standards with MSL Develop a website user group to consider issues Ensure back up systems in place Monitor student feedback to identify issues
3.Data loss	Critical data lost including loss of personal data	4	3	12	<ul style="list-style-type: none"> ICO Registered GDPR training Student data securely stored via MSL UUEAS data securely stored via UEA Critical systems eg EPOS, Exchequer software with maintenance contracts DSA with UEA 	3	2	4	DCOS	<ul style="list-style-type: none"> Compliance with GDPR Compliance with UEA DSA Data protection procedures in place Training in place for all staff using data Staff using data now go on UUEAS courses EPOS system on UEA server
People										
1.Loss of key staff	High turnover effecting operations/morale and knowledge	3	2	6	<ul style="list-style-type: none"> Robust performance management system Regular systematic 121's of all permanent staff Role evaluation to ensure fair pay Staff development opportunities Training Stress at work policy Exit interview 	2	2	4	DCOS	<ul style="list-style-type: none"> Sickness monitoring Complete exit interviews for all staff Flexible working Staff Survey action plan Enhanced supervision meetings between line manager and staff member Achieve IiP gold standard Succession planning for key roles

RISK CLASSIFICATI ON	RISK		INHERENT RISK		CONTROLS		RESIDUAL RISK			Risk Owner	ACTION PLAN
		Impac t	Likelihood	I X L		Impac t	Likelihood	I X L			

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		Impact	Likelihood	I X L		Impact	Likelihood	I X L		

2. Staff Issues	Bullying, discrimination, breach of duty of care	4	3	12	<ul style="list-style-type: none"> 1-1s Appraisals Team meetings SRA's available on request/recommendation All staff briefings All staff days out Access to Occupational Health Trade Union involvement Return to work interviews 	2	3	6	DCOS	<ul style="list-style-type: none"> Ensure relevant policies are up to date Staff wellbeing policy Staff wellbeing champions Ensure Managers are trained to enforce policies Use external support for Stress Risk Assessments and staff WB plans Ensure staff members are inducted to understand express and implied terms of a contract of employment Monitored through yearly staff survey
3. Employment legislation	Failure to comply leading to legal challenges by staff	4	3	12	<ul style="list-style-type: none"> Effective HR function backed up by external consultant and legal advice Support from UEA if required Relationship with Unison People plan review by HR and Noms sub-committee 	3	2	9	DCOS	<ul style="list-style-type: none"> All policies and procedures up to date following policy review work – compliance maintained Regular attendance at legal updates
4. Statutory Compliance	Failure to submit documentation or follow correct procedures can lead to heavy fines from HMRC and/or Pension regulator	3	3	9	<ul style="list-style-type: none"> Checks built in to new HR payroll software Training for relevant staff to ensure awareness of changes Support from external consultant 	3	2	6	DCOS	<ul style="list-style-type: none"> New software implemented with auto alerts built in All procedures up to date Regular update training for relevant staff
Opportunities										
1. External Speakers	Reputational damage by society association to external speakers	3	4	12	<ul style="list-style-type: none"> Guest speaker approval form and policy Training – staff and committees Liaison with UUEAS security to screen guest speakers NUS policy and guidance 	2	3	6	DCOS, HoOpp	<ul style="list-style-type: none"> Training for societies on external speaker policy Regular meetings with UUEAS stakeholders to review requests Staff training Follow NUS guidance remain up to date with latest guidance
2. Injury or death of student	As a result of drugs, violence etc associated	5	3	15	<ul style="list-style-type: none"> Staff and committee training Best Bar None 	5	2	10	ALL	<ul style="list-style-type: none"> Qualified coaches Safe and inspected facilities Investment in new equipment

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	with UUEAS or as a result of sporting or other activity				<ul style="list-style-type: none"> All union regulated activity to be risk assessed Regular liaison with insurers to maintain Adequate insurance Disciplinary procedures for student behaviour (code of conduct) First aiders (for events and sports at Colney Lane) C&S equipment checks/policies 					<ul style="list-style-type: none"> Police liaison Scheduled liaison with insurers on activities C&S committee training reviewed annually Committee training Tour monitoring and training of reps on Code of Conduct
3. Initiations and inappropriate behaviour	Poor/inappropriate behaviour of sports or soc causing rep damage and risk of personal injury e.g initiations	3	4	12	<ul style="list-style-type: none"> Clear initiations policy Improved training for sports and society committees Code of Conduct Social event RA's 	3	3	9	DCOS, HoOpp	<ul style="list-style-type: none"> Code of conduct for members Rigorous implementation of Code of conduct Disciplinary policy reviewed in line with constitutional changes Annual review of training of Committee members Monitoring of room bookings Greater control of Tours

Health and Safety										
1. Health and Safety	Prosecution/injury effecting operations/reputation and finances	5	3	15	<ul style="list-style-type: none"> H&S policy H&S training IOSH training for key staff Risk assessments Adequate insurance Bi-annual rigging inspections 	4	2	6	DCOS	<ul style="list-style-type: none"> Annual H&S departmental audit Relevant Heads and Deputies trained in IOSH Annual departmental Risk Assessment audit and review H&S committee review accidents quarterly Venue processes audit
6.Fire and Evacuation	Injury, death, loss of business/premises	4	3	12	<ul style="list-style-type: none"> Fire and Evacuation policy Independent FRA every three years Fire Marshal training Alarm Checks Fire Practice Drill Statuary compliance checks with water, gas, electricity 	4	2	8	DCOS	<ul style="list-style-type: none"> Annual Review of systems and processes FRA completed by UEA Fire Marshall retraining booked annually with 80% career staff trained Work with UEA on statuary compliance at Waterfront

RISK CLASSIFICATION	RISK		INHERENT RISK		CONTROLS		RESIDUAL RISK			Risk Owner	ACTION PLAN
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Subject:	Strategic Risk Management
Produced by:	Toby Cunningham, Deputy CoS
To:	Trustee Board
Date:	20 th March 2018
Action:	To consider/discuss
Paper:	TBXXXXX
Status:	OPEN
Purpose:	Examines ways for the board to consider corporate and strategic risks

Risk management and assessments are based on the balance of two elements, the likelihood or frequency in which a situation or outcome may occur and the impact or severity the occurrence will have. The matrix below sets out 5 tiers for likelihood and impact the risk may have. The tiers can range from three to any number but usual is not more than 7. The greater the tiers the more granular and individual risks will seem, the fewer the tiers the more risks will be groups together.

Complex organisation require a more tiered approach otherwise the general grouping of risks incorporates too wide a risk element within each grouping. When considering the impact we have to consider the unique position of our organisation in relation to the risk. For example as a union relying heavily leveraged by the sale of alcohol, the impact of a loss of our license would have a greater impact than for say Anglia Ruskin Union

Currently we use a 3 tier assessment for the corporate risk register.

Very High	5	5	10	15	20	25
High	4	4	8	12	16	20
Medium	3	3	6	9	12	15
Low	2	2	4	6	8	10
Very Low	1	1	2	3	4	5
Likelihood		1	2	3	4	5
	Impact	Very low	Low	Medium	High	Very High

When considering a corporate risk appetite, organisations need to consider a 'line of tolerance'. This line determines the level of corporate risk the organisation seeks to allow. The line of tolerance may move over time depending on numerous factors that can be explored through a PESTLE (Political, Economic, Social, Technical, Legal, Environmental) analysis. Both the likelihood and the impact can be objective and measurable they can also be subjective, and value based

Example High Tolerance Line

Very High	5	5	10	15	20	25
High	4	4	8	12	16	20
Medium	3	3	6	9	12	15
Low	2	2	4	6	8	10
Very Low	1	1	2	3	4	5
Likelihood		1	2	3	4	5
	Impact	Very low	Low	Medium	High	Very High

This matrix shows a high symmetrical line (line between red and yellow) giving a risk tolerance of 12, anything above could be considered an unacceptable risk or a risk that requires greater attention and resource to mitigate and reduce the risk.

A stable organisation with high reserves and little external influence might determine to have a high tolerance.

Example Medium Tolerance Line

Very High	5	5	10	15	20	25
High	4	4	8	12	16	20
Medium	3	3	6	9	12	15
Low	2	2	4	6	8	10
Very Low	1	1	2	3	4	5
Likelihood		1	2	3	4	5
	Impact	Very low	Low	Medium	High	Very High

This example has a tolerance score of 10, an organisation in crisis, unstable and reliant on other organisations in which they have little influence might opt for lower tolerance. The matrix below shows a tolerance of 8.

Very High	5	5	10	15	20	25
High	4	4	8	12	16	20
Medium	3	3	6	9	12	15
Low	2	2	4	6	8	10
Very Low	1	1	2	3	4	5
Likelihood		1	2	3	4	5
	Impact	Very low	Low	Medium	High	Very High

Recommendation

An organisation should review its risk tolerance level on an annual basis. Currently we use a 3tier assessment for the corporate risk register. I recommend that we move to a 5tier format, review the current risk register with the new format. We will then map out our current risk register on the matrix for clarity. The board can then set it's tolerance level so that we can incorporate this into prioritising resources where the risk is considered unacceptably high. That the risk tolerance is placed onto the Board cycle of business and reviewed annually.

UEASU and GDPR- Update for Board

Introduction

The General Data Protection Regulation (GDPR), agreed upon by the European Parliament and Council in April 2016, will replace the Data Protection Directive 95/46/ec in Spring 2018 as the primary law regulating how organisations protect EU citizens' personal data. We should ensure that we are compliant with the new requirements of the GDPR before it becomes effective on May 25, 2018.

Some of the key privacy and data protection requirements of the GDPR include:

- Requiring the consent of subjects for data processing
- Anonymizing collected data to protect privacy
- Providing data breach notifications
- Safely handling the transfer of data across borders
- Requiring that some organisations appoint a data protection officer to oversee GDPR compliance

Simply put, the GDPR mandates a baseline set of standards for us to better safeguard the processing and movement of personal data.

Some basics

GDPR is concerned with **Personal** and **Sensitive** data only

- 'Personal Data' is any information that identifies a living individual
- 'Sensitive Data' includes information about an individual's racial/ethnic origin, political opinions, religious beliefs, if a member of a trade union, physical or mental health, sexual life, any offences or alleged offences and any resulting proceedings or court sentences.

Data Protection

Some Trustees will be aware that we undertook considerable work in the area of Data Protection back in 2014 when negotiating a new data sharing agreement with the University. This involved external audit, action planning and mandatory training for all staff (inc key student staff). This exercise was updated in 2017 following external review.

As such we are confident that we have a strong basis on which to implement any changes to GDPR which are incremental and in many cases require only minor changes to practice or wording of agreements.

What is new?

- Articles 17 & 18 – Articles 17 and 18 of the GDPR give data subjects more control over personal data that is processed automatically. The result is that data subjects may transfer their personal data between service providers more easily (also called the "right to portability"), and they may direct a controller to erase their personal data under certain circumstances (also called the "right to erasure").
- Articles 23 & 30 – Articles 23 and 30 require us to implement reasonable data protection measures to protect consumers' personal data and privacy against loss or exposure.
- Articles 31 & 32 – Data breach notifications play a large role in the GDPR text. Article 31 specifies requirements for single data breaches: controllers must notify SAs of a personal data breach within 72 hours of learning of the breach and must provide specific details of the breach such as the nature of it and the approximate number of data subjects affected. Article 32 requires data controllers to notify data subjects as quickly as possible of breaches when the breaches place their rights and freedoms at high risk.
- Articles 33 & 33a – Articles 33 and 33a require companies to perform Data Protection Impact Assessments to identify risks to consumer data and Data Protection Compliance Reviews to ensure those risks are addressed.
- Article 35 – Article 35 requires that certain companies appoint data protection officers. Specifically, any company that processes data revealing a subject's genetic data, health, racial or ethnic origin, religious beliefs, etc. must designate a data protection officer; this does apply to us.
- Articles 36 & 37 – Articles 36 and 37 outline the data protection officer position and its responsibilities in ensuring GDPR compliance as well as reporting to Supervisory Authorities and data subjects.
- Article 79 – Article 79 outlines the penalties for GDPR non-compliance, which can be up to 4% of the violating company's global annual revenue depending on the nature of the violation.

Enforcement and Penalties

The GDPR allows larger fines than the Data Protection Directive; fines are determined based on the circumstances of each case and the ICO may choose whether to impose their corrective powers with or without fines. For organisations that fail to comply with certain GDPR requirements, fines may be up to 2% or 4% of total global annual turnover or €10m or €20m, whichever is greater.

Personal and Sensitive Data at UEASU

There are a number of domains inside UEASU where personal or sensitive data might be held which we have now reviewed.

- **MSL:** Our website and membership database provider holds personal data supplied by the University under an agreement, and sensitive data generated by SU Staff and/or students themselves. The University is undergoing its own audit in relation to GDPR and following some concern re the DSA is now confident

that with some tweaks will continue to be allowed to share core data on students with us. This process is ongoing. MSL is also reviewing its systems, boilerplate templates and wording with a view to GDPR compliance.

- **Ticketing:** To date we have held personal data on purchasers of tickets for our live music programme with TicketABC. However we will shortly move this service onto the MSL platform which whilst not the primary driver will reduce risk.
- **HomeLet and AdvicePro:** We hold some personal data on students through a white labelled platform called Student Pad in order to operate our housing services, and both personal and sensitive data on students through a web provider called AdvicePro. As with MSL the companies are reviewing their systems, templates and wording with a view to GDPR compliance.
- **Email:** Our core email services are provided by Office 365 through a University license and we use its protocols for access. The University is undergoing its own audit in relation to GDPR.
- **CCTV:** Our CCTV for all areas other than the bars is provided by the University on servers held by them. In reviewing our DSA we will establish firmly that the data is "owned" by the SU but held on our behalf by the University. Once agreed we will implement an audit and appropriate protocols for accessing recordings/live.
- **Staff:** Our data on career staff and student staff is largely held on a secure platform called PeopleHR. It is reviewing its systems, boilerplate templates and wording with a view to GDPR compliance. Some data is held on Office 365 where we are in the process of review to ensure appropriate access and security. We have a target to eradicate all paper records by May.
- **Students/Behaviour:** An area where we have identified systems weakness relates to student and student staff behaviour. Multiple systems exists (some on paper) with unclear protocols for access and/or identification of repeat offenders. Often this data is sensitive as it contains allegations or detail on criminal offences or alleged criminal offences. Whilst this is a complex area as it partly relates to a "single reporting" project going on across the University re Sexual Harassment, this is a key concern for us in the short term and a review was completed in February to tighten up and standardise practice in this area.

ICO Twelve Steps

The information commissioner's office has identified twelve steps that organisations should take. Below we have listed these and progress against the actions.

ICO Step	Progress
Awareness You should make sure that decision makers and key people in your organisation are aware that the law is changing to the GDPR. They need to appreciate the impact this is likely to have and identify areas that could cause compliance problems under the GDPR. It would be useful to start by looking at your organisation's risk register, if you have one. Implementing the GDPR could have significant resource implications, especially for larger and more complex organisations. You may find compliance difficult if you leave your preparations until the last minute.	We will be holding departmental reviews of GDPR. TC will be leading the process and focusing on Public Data, Sue Buck (external HR consultant) is focusing on Staff and LC will focus on student data. We will discuss at Managerial and departmental level and design in house training for all career, office based student staff and team leaders (and any other roles identified in the review) We will add GDPR into all career staff inductions, Student staff induction and will roll out the University on-line GDPR training module when completed LC and Jonathan Murray (Communications Manager) attended external GDPR training Rob Drury attended GDPR HR legal briefing TC and Jo Caulfield (Head of Education and Engagement) attending external training March
Information you hold You should document what personal data you hold, where it came from and who you share it with. You may need to organise an information audit.	TC has updated our DPA data audit and is in the process of sense checking with departments
Communicating privacy information You should review your current privacy notices and put a plan in place for making any necessary changes in time for GDPR implementation.	Current privacy policies (staff, public, members) are currently being reviewed and updated to be GDPR compliant
Individuals' rights You should check your procedures to ensure they cover all the rights individuals have, including how you would delete personal data or provide data electronically and in a commonly used format.	We are making in clearer to data subjects on the data we hold the purpose, length, and their access/rights. .
Subject access requests You should update your procedures and plan how you will handle requests within the new timescales and provide any additional information.	We are making our Subject Access Requests GDPR compliant
Lawful basis for processing personal data You should identify the lawful basis for your processing activity in the GDPR, document it and update your privacy notice to explain it.	We will detail the lawful basis for our processing personal data updating our privacy policies appropriately,

Consent You should review how you seek, record and manage consent and whether you need to make any changes. Refresh existing consents now if they don't meet the GDPR standard.	We will be making consent a positive opt in, specific and granular
Children You should start thinking now about whether you need to put systems in place to verify individuals' ages and to obtain parental or guardian consent for any data processing activity.	We are reviewing our data processing of children's data
Data breaches You should make sure you have the right procedures in place to detect, report and investigate a personal data breach.	We will train staff on GDPR and how to spot and report breaches
Data Protection by Design and Data Protection Impact Assessments You should familiarise yourself now with the ICO's code of practice on Privacy Impact Assessments as well as the latest guidance from the Article 29 Working Party, and work out how and when to implement them in your organisation.	This will form part of the ongoing review
Data Protection Officers You should designate someone to take responsibility for data protection compliance and assess where this role will sit within your organisation's structure and governance arrangements. You should consider whether you are required to formally designate a Data Protection Officer.	This will form part of the ongoing review, currently TC is the named data controller
International If your organisation operates in more than one EU member state (ie you carry out cross-border processing), you should determine your lead data protection supervisory authority. Article 29 Working Party guidelines will help you do this.	This will form part of the ongoing review

Chief of Staff Remuneration

Subject:	CoS Remuneration
Produced by:	Mary Leishman (Chair of AHRC)
To:	Trustee Board
Date:	5 March 18
Paper:	AHRC 3.18. 7
Purpose:	To inform decision making
Status:	Confidential

1.0 – Overview

This paper will review pay of the Chief of Staff (CoS) UEA Student Union as of July 2017. A review of the CoS's pay was set to have taken place before June 2017 (the end of a previous two-year pay agreement), but this did not happen. At the 2017 December Board, AHRC were asked to review the remuneration of the CoS, and recommend a suitable pay proposal.

Unfortunately it must be noted that the last AHRC meeting was not quorate. However, a discussion was had, and a recommendation given. It should be ensured that the Trustee Board discusses the proposals (2.1), as well as the 'Further Areas for Discussion' (2.2).

2.0 – Recommendations and Discussion to the Board

2.1 – Recommendation(s) to the Board:

2.1.1 - The CoS's annual salary should be adjusted to between **£75,000** and **£77,500**, retaining the annual bonus of **£1,500** if KPIs are met.

2.2 – Further Area(s) for Board Discussion:

2.2.1 - Should the agreed pay be back-dated to July 2017, when the original review should have been carried out?

3.0 - History of CoS Pay

2013	Recruited on a salary of £65,000
2014-15	Paid a salary of £66,963 taking into account two costs of living rises.
2015-17	Annual salary of 70,000 per annum, not be subject to a cost of living rise, however with access to a £1500 performance related bonus each year based on clear objectives and KPI's set by the board.

From what is written, it is believed that there was previously a policy from Union Council limiting Cos (then CEO) pay, but this appears to have expired, as it was not found in a recent Policy search.

Also it is worth noting that when pay was set in 2015, it was suggested that the Board may applying a cost in living rise each year, however this was declined in the 2016 review.

4.0 - Cos Pay Benchmarking

HR Project Manager was asked by the Chair of the Board to conduct a review of senior post salary in comparable SU's AND comparable local organizations (which was noted as missing from the 2015 pay review) and report to the subcommittee. This was completed (Appendix A) and presented to HR an NOMs Committee.

4.1 - Summary of Senior Post Holder Pay Review:

Student Union (SU) Sector:

- A recent review of CEO pay from 23 SUs, commissioned by NUS, identified 3 SUs with a turnover above 10 million. Of these the lowest paid was £87500, the highest £90,000, with an **average of £89170**.
- Kent SU recently benchmarked Senior Post holder pay, and we took part. In SU's with a turnover of over £10m (5 SU's), the CEO annual salary range was **£70,000 - £92,000** (with the £70,000 entry in this sample is that of UEASU, and the other four entries being above £80,000).
- Two recently advertised SU CEO roles were identified. Loughborough SU has a turnover of £11 Million, and advertised for

a CEO with a salary of **£100,000**. Hull SU with a turnover of £5.9 Million advertised for a CEO with a salary of **£75,000**.

Wider Charity Sector:

- ACEVO (the Association of Chief Executives of Voluntary Organization's) also undertook a pay and Equality survey in 2017. The median annual salary of CEOs of organizations with £5-£15 million annual organizational income was **£79,000**.
- A small-scale review of other Norfolk Charities gave an average salary of **£74,000**, however it is not clear how well the charities compare to each other (research with a larger sample was not commissioned due to significant cost).
- Finally Grant Taylor - Managing Director at Peridot Partners (specialists in executive recruitment), estimated a CEO of UEASU should be paid **£75,000**. This appears to have been decided by comparing to Imperial College London SU and UCLU.

5.0 - HR and NOMS Discussion

It was noted, by HR and NOMs, that according to the data provided, it would appear that pay of the CoS is not in line with the sector average, considering the annual turnover of UEASU.

HR and NOMs raised two main concerns regarding CoS pay:

- That students are currently very aware of senior pay due to the examination of Vice Chancellor pay in recent media, and hence a significant pay increase may disengage students.
- That if CoS pay remains below the sector average there may be a situation where the current CoS moves on, but the Trustee Board are required to increase pay anyway in order to recruit a new CoS.

It must be noted that the resulting recommendation was given on the incorrect assumption that CoS pay had not increased pay in line with cost of living since appointment in 2013 (which is shown to be incorrect in Section 3.0). It was proposed that in order to increase CoS pay closer to sector average, but not appear to be a pay increase that students may interpret as excessive, that pay raise in line with four years' worth of cost of living.

In line with benchmarking against other CEOs in comparable charities (and taking into account the incorrect cost of living assumption mentioned above), it was proposed that the CoS be awarded a salary of between £75,000 - £77,500, and retaining the annual bonus of £1,500 if KPIs are met.

As the meeting was inquorate, this was sent round via email to voting members who wholly approved recommending this salary to the Board of Trustees.

Appendix

Briefing Paper by Laura Hagen (HR Project Manager) to AHRC Feb 18

Introduction

The policy agreed at Board makes clear that levels of remuneration should be sufficient to attract, retain and motivate senior post holders of the quality required to successfully lead and manage the Union.

Pay for Deputy Chief of Staff and Director

The pay, conditions and benefits for senior post holders are the responsibility of HRSC, based on a recommendation from the Chief of Staff.

In November 2017 the HR Sub Committee met and reviewed recommendations from the Chief of Staff on the pay for the Deputy Chief of Staff and Director positions. As a result of this meeting the following actions were agreed by the committee:

- The Director role was regraded to a Level 8 and pay adjusted accordingly, backdated to 1st August 2017.
- The Deputy Chief of Staff role was to remain at its current grade and pay (Grade 9) but to be reviewed in 2018/19.

No further changes are therefore currently required for these positions.

Pay Review for Chief of Staff

UEA SU's Chief of Staff's annual salary is currently £70,000, with an additional annual bonus of £1500 subject to delivering on KPIs.

Discussion at the December 2017 board regarding pay and bonus was as follows:

Last year the June Board approved the £1,500 bonus based on achieving the required results on key performance indicators. It declined to apply a retrospective cost of living rise to the basic salary via amendment of the bonus. This year we have yet to consider the issue of 16/17 bonus or whether to apply a retrospective cost of living increase via the bonus which should have happened in June. We should therefore consider this issue at the meeting.

The HR Sub Committee are therefore required to consider the following data gathered on CEO pay as well as the previous discussion regarding bonus, and make recommendations to the March board.

Data comparison

The NUS have commissioned a piece of work comparing CEO pay. The below data is from a sample of 23 Students' Unions. UEA's turnover is £12m so the most comparable data sample is from the three SU's circled on the table. This illustrates an average salary of £89,170.

Students' Union Annual Turnover (£ million)	Number of SUs in Sample	Minimum Annual Salary (£)	Maximum Annual Salary	Average	Median
0 – 2.5	8	50,000	65,000	60,015	60,700
2.5 – 5	7	50,495	88,000	61,560	58,000
5 – 10	5	61,730	79,200	67,730	65,715
>10	3	87,500	90,000	89,170	90,000

Also provided for reference as part of this work was 2017 AVECO data:

ACEVO Reference

This information can be referenced against ACEVO data (Association of Chief Executives of Voluntary Organisations). ACEVO run a Pay and Equalities survey among their member organisations every few years, the latest in 2017 (ISBN 1-900685-80-9).

The median annual salaries for CEOs from the 2017 Pay and Equalities Survey are:

- All 409 voluntary organisations in the survey - £50,000
- £1-5 million annual organisational income - £60,000
- £5-15 million annual organisational income - £79,000

A similar benchmarking exercise completed by Kent University for Senior post holder pay shows that for SU's with a turnover of over £10m (5 SU's), the CEO annual salary range was £70,000 - £92,000. The £70,000 entry in this sample is that of UEASU. The remaining 5 SUs in the sample with turnover below £10m show a range between £67,500 - £83,000.

Role	1	UEA	2	3	4	5	6	8	9	10
Chief Executive	92,000	70,000	83,500	90425	82,301-97,073	76,390	83,000	72,000	78,297-83,878	67,500
Turnover (million)	12	12	11.5	11.2	11	9	9	8	6.5	5.6
SMT as % of Turnover	2.75%	1.54%	2.30%	2.70%	3.20%	2.80%	2.80%	3.10%	4.90%	3.30%

Recent Vacant positions

Loughborough SU CEO (turnover £11m) recently advertised as £100,000 per annum. *Data taken from Gatenby Sanderson recruitment agency.*

Hull SU CEO (turnover £5,900,000) currently being advertised as £75,000 per annum. *Data taken from Guardian Jobs.*

Other Norfolk based charity CEO positions

Although not a direct comparison it is worth considering CEO salaries of other charity organisations in the Norfolk area. This shows an average of £74,000 for the sample available. Further work could be commissioned to do a full review of this but that would require additional budget to complete (estimated £3000).

Charity	Role	Salary
Learning Disabilities	Managing Director	£60k
Anglia Learning - School Academy	Director	£115-125k
National Skills Agency	CEO	£70 minimum
St Luke's Hospice	CEO	£80k
YCT - Youth counselling service	CEO	£40k

I contacted Grant Taylor - Managing Director at Peridot Partners (specialists in executive recruitment) for an indication of what they would expect UEASU Chief of Staff role's salary. Their reply was as follows:

My instinct is that the CEO of UEA SU should probably be paid about £75k (with about 5% either way for local factors we are not aware of with the information we have).

In London, Imperial College SU are c£8m t/o and paying £75k and UCLU, which is bigger is paying over £80k so, £75k is probably about right given the role is located in East Anglia.

report

Subject:	Key Actions of Union Council
Produced by:	Tony Moore, Democracy & Governance Coordinator
To:	Trustee Board
Date:	20 th March 2018
Action:	To note
Paper:	TB844
Status:	Open
Purpose:	At each meeting the Board reviews formally the key actions agreed by the Union Council

Full detail/wording of all resolutions can be found here:

<https://www.uea.su/democracy/unionpolicy/>

25th January

- **Approved** new Student Opportunities Groups: Living Wage, Northern Society, and Queer Review
- **Debated** Policy Lapse (where all Union policies over two years' old lapse unless Council decides to keep them).
- **Agreed** all the recommendations but voted to retain Policy 1633 on drop-out rates of poorer students
- Council separately debated whether to lapse 1714 (In support of international law and human rights in Palestine) which includes an academic boycott and boycotts Israeli goods. Council rejected an amending emergency resolution that would have replaced 1714. Council then approved the retention of 1714 (See appendix)

8th February

- Voted to **delay** discussion of Medical Education Society until the next meeting.
- **Approved** new Student Opportunities Groups: Art History Society
- Voted to **send** the following motions for discussion at the National Union of Students annual conference:
 - Stop Doing over Our Nursing Students
 - Stop exploiting student workers
 - Single Use Plastics
 - Ethical Purchasing
 - Researching Students' Unions and Sustainability
- Council approved one regular resolution:
 - May Contain Nuts (Food allergies affect many students, and sufferers' lives can be threatened by poor practice. EU law states that allergens must be on labels and be available verbally. Currently, Campus Kitchen is endangering students and is not legally compliant by not including labels for many of its products that contain allergens such as peanuts. Moreover, the Student's Union follows poor practice in its outlets. This motion resolves to condemn the University for putting students' lives at risks, as well as working on better practice and education within the SU)

1st March

CANCELLED (Weather)

From: "Jim Dickinson (UEASU - Staff)" <Jim.Dickinson@uea.ac.uk>
Date: Saturday, 27 January 2018 12:20
To: UEASU Trustee Board <UEASUTrusteeBoard@ueanorwich.onmicrosoft.com>
Subject: Motion to Union Council

Dear All

As you all know the Students' Union is a registered Charity and therefore bound by Charity Law. We are also a legally recognised Students' Union, and the Education Act 1994 places certain duties on the University to monitor the SU's Governance, Democracy, Finances and compliance with Charity Law- principally through a Code of Practice.

That code of practice says that I am responsible for advising the Board if, at any time, any action, policy or decision under consideration by the Union is or is likely to be incompatible with Charity Law. Should the position not be resolved I am then required to inform the University Registrar & Secretary in writing.

When it comes to campaigning on or debating issues outside of the direct context of students, you as a Board have established a framework (TB780 attached). It says:

The union's democratic structures include the opportunity for students to debate, and sometimes take a position on, matters which do not affect students as students. This debating activity is intended to be educational in character and not to influence law or policy outside of the union and the university, meaning that participation in this activity advances the charitable objects of the union.

The Union may reach and communicate a "corporate conclusion" on the subject matter of such debates, to the effect that a particular policy or course of action would be desirable, even if that desirability is justified in the course of debate on the effect it would have on persons who are not students. The union will not seek to communicate or otherwise adopt that corporate conclusion outside of the union or the university, as this may result in the activity exceeding the boundaries of facilitating educational debate within the union and the university.

The union is committed to ensure that the processes of debate are fair, non-discriminatory and impartial, even though the subject matter of the debate may be controversial or politically contentious. The corporate conclusion reached by the union is always subject to challenge by counter-motion, reflecting the motion process as one of continuous debate. The union is committed to assisting those who disagree with union policy in the process of preparing a counter-motion to ensure the continuation of that policy debate.

To ensure the SU remains compliant with Charity Law, Article 55 of the SU Constitution gives the SU Trustee Board the power to "prevent the implementation of Policy on grounds of legal requirements".

Back in Academic Year 14-15 a policy was passed "1714 In support of international law and human rights in Palestine" (attached) which called for SU Support for Israel Apartheid Week and a policy of Boycott, Divestment and Sanctions towards Israel. Following the approval of that policy, we sought legal advice on the resolution and a summary note was produced for the Board.

It made clear that:

- It is lawful for an SU to reach a corporate conclusion on any issue.
- It is also lawful to support student groups that might wish to campaign on issues as long as support for those groups is even-handed (ie carried out via societies and their funding process).
- However several clauses in 1714 would have to be interpreted or carried out in such a way as to avoid a clash with Charity Law.

Following this University Registrar wrote to the Union in raising concerns given guidance from the Charity Commission on political campaigning (attached). He said:

"The guidance and case law leads me to certain conclusions in respect of policy 1714. It is accepted that it is in the nature of a university that students have the freedom to discuss and debate the issues of the day and to reach a "corporate conclusion". However, when steps are to be taken in support of such a "corporate conclusion" they will only be lawful if they are evidently in the furtherance of the Union's charitable objects, which are to advance the education of students at UEA. It seems to me that to advocate a boycott of institutions and companies would not be considered as in pursuit of the Union's objects (the more so in furtherance of a political campaign) and it would be wrong for the Trustees or the Union to implement these aspects of the policy, unless it has the most robust legal advice that my reservations are misplaced"

As a result the SU passed to the registrar the note referenced above.

Since then the SU Officer and Staff team have worked positively with the Student Officer Committee and relevant societies to ensure compliance with charity law, the summary note and charity campaigning framework.

In early 2017 the Charity Commission wrote to Students' Unions with BDS policy and enquired about compatibility of the policy with Charity Law, with specific reference to support for "Israeli Apartheid Week". Following replies of the sort detailed above in the summary note and Charity Campaigning Framework, no action was taken.

Following a debate at Union Council on 25th February 2018, motion 1714 was **retained**. It remains the case that the legal advice suggest that the Union's Student Officer Committee must be careful to interpret and carry out the policy in such a way as to remain compatible with Charity Law. Specifically, as outlined in the 2015 note, in my view the following clause is not lawful as currently worded:

To support the annual Israeli Apartheid Week initiative through awareness-raising activities.

This is because that whilst it is clear that where a society or student group is formed that may wish to focus on this activity, supporting it to do so would be lawful in the same way that supporting a political society is lawful. However the Student Officer Committee (who is mandated by Union Council resolutions) should be careful not to undertake this activity directly.

Unless there are any objections I would propose that the position of the Board remains that outlined in the "Charity Campaigning Framework" and "BDS Motion Legal Implications Note" attached; and that through Management Committee you continue to delegate to the team on a day to day basis compliance with the content of these documents when working with the Student Officer Committee or student groups.

Finally, we have previously been asked to consider whether the title "Israeli Apartheid Week" is in and of itself anti-Semitic. In that instance the view of the management committee was as follows:

"Whilst we recognise that the term could be problematic for some people, we also recognise that in every society universities have a unique role to provide a safe venue for highly charged discourse; and specifically our policy references the culture of academic freedom, the development of students ideas and understanding and the protection by an act of parliament of freedom of speech and academic freedom on campus. As such we have not resolved that the title be withdrawn or changed but are focussing on the nature of the events themselves when considering any risks".

Do let me know if any questions

Jim

Jim Dickinson

Chief of Staff

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Cycle of Business

The cycle is proposed to be quarterly with a mixture of standard items, governance items, finance items and strategic items, as well as space for ad hoc items as they arise.

Standard Board Meetings	September	December	March	June
Standard items				
Board, SMT and SOC minutes				
Risk Register Summary				
Management accounts & finance update				
KPI Update				
Annual Detailed Risk Review				
Annual External Speakers Review				
Governance				
Appointments				
Code of Conduct Annual Report				
Election Results				
SUS & WF Annual Report				
Scheme of delegation review				
Finance				
Detailed Internal Budgets				
Update on year end				
Receive and approve audited accounts				
Approve estimates to Union Council				
Strategy				
KPI annual report				
Strategic framework				
KPIs for the year ahead				
ES1: Corporate Governance	Approve			Discuss
ES2: Health & Safety, Building & Maintenance	Approve			Discuss
ES3: People Strategy			Discuss	Approve
ES3: Senior post holder remuneration	Approve			
ES3: Staff Survey Report			Discuss	
ES4: Finance Strategy			Discuss	Approve
ES5: ICT and Web Strategy		Discuss	Approve	
ES6: Marketing, Communications & R'ships		Discuss	Approve	
ES7: Equality and Diversity	Discuss	Approve		
ES8: Social Enterprises Strategy	Discuss	Approve		

End of meeting reflection

Evaluate aspects of the meeting on a scale of 1 to 5 in the following areas, adding a comment to justify your score:

The relative importance of items on the meeting agenda

The relevance and helpfulness of background materials and reports

The clarity of questions put to the board

The adequacy of opportunity for members' input

The over- or under-use of meeting time for participants' discussions

The clarity of conclusions

The structure and processes of the meeting

The roles and actions of the Chair

The roles and actions of the Chief of Staff