

# agenda

Meeting:	<b>Trustee Board</b>
Date:	Thursday 15 <sup>th</sup> December 2016
Time:	2.00pm (External Trustees Pre-Meet at 1.00pm)
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.*

## **Administration**

### **TB678 Membership**

2.00pm To receive any recommendations or updates from the Nominations and HR Committee.

### **TB679 Declarations of Interest\***

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

### **TB680 Minutes**

2.05pm To receive minutes of the meeting held on 20<sup>th</sup> September 2016.

### **TB681 Action Log and Matters Arising**

2.10pm To receive the action log and to note any matters arising from the minutes not otherwise covered by the agenda. To include the Chairs Actions report (681B)

## **Performance**

### **TB682 Chief Executive's Report (JD)**

2.15pm To receive the report for September to December from the Chief Executive.

### **TB683 Operating Plan 2016-17 (JD)**

2.30pm To receive an update against the high level operating plan for the union for 2016-17.

### **TB684 Key Performance Indicators (JD)**

2.40pm To receive an update on the "top level" performance indicators for 2016-17.

### **TB685 Quality Students' Unions: Closing the Gap to Excellent (JD)\***

To receive a paper on progress against the Quality Students' Unions mark.

## **Commercial Performance**

### **TB686 Social Enterprise Report (TC)**

2.55pm To receive the Social Enterprises report for September to November from the Deputy CEO.

## **Finance & Legal**

### **TB687 Annual Accounts 15-16 (TCa)**

3.10pm To receive a narrative on (A) and draft year end accounts for the Group (B), WF Ltd (C) and SUS Ltd (D) ahead of the presentation from the Auditors due at the March meeting.

### **TB688 Management Accounts Q1 (TCa)**

3.15pm To discuss first quarter management accounts; and a verbal report from the Chair of Finance Committee  
NOTE full excel sheets are provided separately as 688B

### **TB689 Memorandum of Understanding**

3.25pm To **receive** and **approve** amendments to the SU/UEA Memorandum of Understanding (B) and associated UEA Code of Practice (C)

**BREAK (30 mins, food provided)**

## **Strategy**

### **TB690 Commercial Supply (JD)**

4.00pm To **discuss** future options for the supply of goods to be sold within the Union's Social Enterprises.

### **TB691 Commercial Partnership (TCu)**

4.15pm To **receive** and **discuss** an externally commissioned paper on commercial staffing and partnerships.

#### **Enabling Strategy (Steering): Finance (TCa & JD)**

To **receive** a presentation on and hold a **steering** discussion on the union's long term financial strategy.  
**This item has been moved to March in order to pick up any issues arising from the Auditors report.**

### **TB692 Enabling Strategy (Steering): ICT and Web (CA)**

4.30pm To **receive** a presentation on the union's ICT and web provision; and hold a **steering** discussion on the issues.

### **TB693 Enabling Strategy (Approval): Equality & Diversity (TCu)\***

To **approve** the Union's E&D Strategy.

### **TB694 Enabling Strategy (To Note): MarComms (Bursting the Union Bubble)\***

To **note** the strategy discussed at September Board.

## **Risk**

### **TB695 Annual Strategic Risk Review (TCu)**

4.40pm To **receive** a presentation (A) on risk from the Deputy CEO and **approve** the updated Risk Register (B) for the SU.

## **CEO Line Management**

### **TB696 CEO Line Management\***

To **receive** a verbal report on line management of the CEO from the Chair.

## **Sundries**

### **TB697 Key Actions of Union Council\***

### **TB698 Any Other Business\***

### **TB699 Time, Date and Place of the next meeting\***

### **TB700 NOTE: Agreed ongoing Cycle of Business Appended\***

# Minutes

Subject:	Minutes of the UEASU Trustee Board 20 September 2016
Produced by:	Tony Moore
To:	Board
Action:	To approve
Paper:	TB680
Purpose:	Record of Decision Making

**Present:** M Colledge (MC) (Full Time Officer Trustee), J Swo (JS) (Full Time Officer Trustee) A Rust (AR) (Full Time Officer Trustee), F Hicks (FH) (Student Trustee), J Zilch (JZ) (Full Time Officer Trustee), M Leishman (ML) (Student Trustee), K Snape (KP) (Part Time Officer Trustee), C Tutty (CT) (External Trustee), C Ball (CB) (Part Time Officer Trustee), R Hastings (RH) (External Trustee), L Hagen (LH) (External Trustee).

**Chair:** T Antoniou Phillips (Full Time Officer Trustee).

**In attendance:** J Dickinson (JD) (Chief Executive), A Moore (AM) (Secretary to the Board), T Cunningham (TCM) (Deputy Chief Executive), T Cave (Head of Finance) (TCM).

**Apologies:** M Cummins (Student Trustee), H Hughes. (Student Trustee),

## Key Decisions/deliberations:

- B Gibbins appointed to the Board
- I Gibson appointed to join the Board in June 2017
- R Hastings appointed Deputy Chair
- M Colledge appointed to Finance Committee; A Rust, M Leishman and L Hagen to the Appointments and HR Committee
- approved Capital Expenditure 16-17
- approved a Scheme of Delegation
- approved a Charity Campaigning Framework
- approved a Complaints and Staff Protocol
- approved Strategic Framework 16-17; Student Transformation Strategy 2016-19; Operating Plan 2016-17; Key Performance Indicators 2016-17
- approved an Enabling Strategy on Corporate Governance
- approved an Enabling Strategy on Health Safety and Buildings
- Enabling Strategy) on Senior Postholder Pay referred to Appointments and HR Committee

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## Action Points

- Investigation to be made into secretarial and other staff support for the Appointments and HR Committee
- Chair to discuss sub-committees' cycles of business and remits with their Chairs
- Wording as to anonymity to be added to Code of Conduct; figures for actions taken by ENTS staff with regard to Zero Tolerance and Good Night Out to be reported to Management Committee and included in Code of Conduct Annual Report
- Priority Campaigns Indicators to be circulated to Board
- Student engagement strategy to be circulated to Trustees.
- Chair to liaise with Head of Finance over Finance Committee schedule and cycle of business

The Board informally discussed ground rules for meetings.

### **Administration**

*The Board formally confirmed T Antoniou Phillips as Chair for 2016-17.*

### **TB649 Membership**

Chair welcomed new members.

*The Board appointed M Colledge to the Finance Committee.*

C Tutty noted she would be happy to continue on the Committee until an External Trustee with a commercial background was in post.

Chair noted that appointment to the remaining vacant position would be made by canvassing outside of the meeting.

*The Board appointed A Rust, M Leishman and L Hagen to the Appointments and HR Committed.*

*The Board confirmed the re-appointment of R Hastings as Deputy Chair whilst noting that R Hastings would be stepping down from the role in March, 2017.*

The Board considered the paper with recommendations by M Colledge and M Leishman on External Trustee recruitment.

MC noted that, as there had not been a skills audit of External Trustees for some time, the authors had conducted one which had revealed gaps in both finance and commercial. MC noted that, of the candidates under consideration, B Gibbins had commercial expertise whilst I Gibson had financial experience. MC drew attention to the lack of Committee recordings and documentation which had hampered the authors' work.

*The Board agreed to the paper's recommendations:*

- *B Gibbins be appointed with immediate effect*
- *I Gibson be appointed to succeed R Hastings when the latter leaves the Board in June; I Gibson to be invited to attend the June Board meeting*
- *Investigation to be made into secretarial and other staff support for the Appointments and HR Committee*

### **TB650 Declarations of Interest**

F Hicks noted future part-time employment at the University. M Leishman noted employment as Senior Resident at the University. A Rust noted membership of a NUS Charity Board. Chair noted membership of Unison. R Hastings reiterated membership of NUS Development and Oversight Board.

### **TB651 Minutes of the Meetings of 14 June 2016 and the Extraordinary Meeting of 24 July**

Both sets of minutes were agreed without comment.

## **TB 652 Action Log and Matters Arising**

There were no comments on the Action Log.

### **Performance**

#### **TB653 Chief Executive Report**

JD drew attention to the written report.

JD highlighted the imminent regulatory compliance visit from the Charity Commission scheduled for late November: the subtext of which would be around the prevention of violent terrorism. JD advised that UEASU had robust procedures in place in the relevant areas. JD noted that the Commission would be seeking the views of Board members.

AR asked for an update on the recruitment for the Assistant Director of Trading post. TCM reported that the candidate who had been offered the post had not been able to take up the offer due to an inability to relocate to Norfolk as a result of an illness in their family. TCM noted that the position had been put on hold and that the candidate had been told that, if and when recruitment was re-started, their application would be reconsidered. TCM noted the historical difficulties in recruitment to the post and that of Venues Manager and that it had been agreed with members of Management Committee that it would be better to look at applicants' competencies and then design a particular role to fit. TCM noted that they were meeting in October with an interested party to discuss a role at the Venues Manager level and, if this worked out, an appointment would be made. TCM noted that, if an appointment were not made, recruitment to for the Assistant Director post would be reconsidered.

RH asked as to whether the TUPE of staff to Sportspark had proceeded smoothly. JD advised that there had been some delays at the University end which would mean there would be a slight adjustment to the grant allocation due to salaries being paid by UEASU for slightly longer than planned but that, otherwise, the process had gone well and the two staff involved were broadly happy with the arrangements.

RH asked as to whether management had obtained the NUS national data on equality and diversity in recruitment.

JD advised that NUS general work on equality and diversity statistics had been delayed whilst their HR department focused on production of a very complex review of institutional racism but that UEASU management had been assured that the figure would become available sometime in the last quarter of the year.

RH asked as to the present situation with regard to the NUSSL purchasing consortium.

TCM advised that the consortium intended not to immediately expel those unions that had disaffiliated. TCM noted the consortium had finalised an improved three-year beer deal and that present trading arrangements would be guaranteed for at least four years despite the disaffiliations.

JD advised that, as a fail-safe, management would be holding discussions with one of the disaffiliated unions with a similar charity/commercial configuration as to possible purchasing initiatives.

#### **TB654 Key Performance Indicators End of year report**

Noted without comment.

### **TB655 Quality Students' Union Part B**

JD drew attention to the assessors' report. JD advised that what had stymied UEASU being classified as 'excellent', though achieving excellence over many categories, was the inability to clearly demonstrate impact on students: work was, therefore, needed on processes and communication of achievements.

JD advised that NUS were revising the evaluation process so it been felt advisable to wait until this had been finalised before preparing a detailed action plan on how to move from Silver to Gold; JD advised that an action plan would be brought to either the December or March Board.

JD asked that the quality work of the Project Team responsible for gathering the QSU evidence be highlighted in the minutes.

LH believed there were some extremely robust improvement tools contained in the report.

RH wondered whether there were any plans were in place to communicate the results to UEASU's members.

JD advised that UEASU should be careful in proclaiming a particular success whilst there was still a lot of work to be done on engagement with the wider membership in the wake of the Sombrero controversy and the relative falls in satisfaction as expressed in the National Student Survey.

CT believed the contrast between the high score for democracy in the QSU and the 40% satisfaction of students in the survey could be used as a benchmark for the measurement of future progress.

### **TB656 Management Accounts & Year End Provisional Result**

TC highlighted:

- Delivered on break even performance
- Better than budgeted cash position
- Underspend in charity as budget; better than forecast performance in bars and Waterfront

TC advised that a reserves policy outlining the proper treatment of cash reserves in relation to commitments should be put in place before the December Board.

TC noted that the pre-payment of historical NUS pension contributions would run out in 2017 and annual repayments would recommence in October 2017. TC noted that the pension deficit would stand at around £2 million and would, notionally, wipe out the unrestricted reserves. TC noted that the financial position of the NUS pension scheme was currently being looked at by its Trustees.

RH asked as to when the results of the evaluation would be available. TC advised sometime in 2017.

TC advised that, after discussions with the auditors, there might be some revision of the figures but that this would not be anything major.

TC noted that the auditors would, due to a diary clash, be unable to attend the December Board and would, therefore, attend the March meeting and this was somewhat late in the cycle; TC noted that, in view of the delay, the Finance

Committee might play a role in appraising the Board of any developments in the run-up to the March meeting.

CT wondered as to any effect the under-spend in some departments in the Charity might have had on these departments' performance in the current year.

JD noted the October 2015 extraordinary Board meeting had agreed cuts to discretionary spending but UEASU had broadly achieved what it wanted to achieve except in the areas of planning, review and evaluation. JD noted that, in the Charity, more student staff had been used and valuable lessons learned as to which roles could be adequately performed by student staff and which roles were more appropriately undertaken solely by permanent staff.

JD advised that the benefits from the recent appointment of permanent staff were now coming on line.

RH thought it would be accurate to say that UEASU had achieved what it had set out to do in terms of outcomes for its members whilst taking a hit in terms of staff well-being.

## **Commercial Performance**

### **TB657 Social Enterprise Report**

TCM advised that there were still some anomalies in the reporting but great progress on data management had been made since the systemic problems had become apparent the previous year.

TCM reported above forecast performance in Bars and the Waterfront and below forecast in the Shop.

TCM noted there was a rebalancing of the business model in ENTS with a focus on driving bar sales at events and that opportunities were being looked at in developing the relationship with its external partner, VMS.

TCM noted that the new advertising and sponsorship department was on track and was, with its ability to perform other communications tasks for other departments, cutting costs in the Charity.

TCM noted that Home Let had benefited from a £30,000 windfall from the University which had needed emergency accommodation and this would, probably, not be repeated.

RH noted the importance of coming to grips with the anomalies in financial reporting, particularly concerning the Box Office and this was an area the Finance Committee could receive updates on and formulate an action plan in order to give the Board assurance over the figures it would be receiving.

TCM advised that it was the progress in data management that had revealed the Box Office situation. TCM agreed that an action plan on reporting was absolutely within the Committee's remit.

### **TB658 Waterfront**

TCM reported on lease renewal. TCM advised that, historically, the renewal process had been quite drawn out: last time, negotiations had taken three years. TCM noted that UEASU had asked for indications from the City Council as to the long-term land use allocation for the area. TCM advised that UEASU had, currently, a disputed renewal of lease agreement with the Council. TCM noted that the next step would be for UEASU to produce accounts that set out the real profitability of the Waterfront rather than the performance profitability.

REDACTED

REDACTED

## **Finance & Governance**

### **TB659 Budget 16-17**

Noted without comment.

### **TB660 Financial Improvement Plan 16-17**

Noted without comment.

### **TB661 Capital Expenditure 16-17**

JD advised that there were many items in the management accounts that were not strictly relevant since the agreement with the University that major refurbishments of UEASU premises would, in future, be funded by the University. JD advised that the non-relevant items distorted the position with regard to money available for capital expenditure. JD noted that the position had been reached where the rule was now: capital expenditure would not exceed funds generated as cash income.

JD noted that, in the recent culture of belt tightening, a backlog of items that needed replacement had built up and these had been categorised and prioritised and recommendations made in the paper under discussion. JD noted the priorities were focused on health and safety compliance and income generation.

Chair noted that there had been discussions as to leasing rather than purchasing some equipment.

JD advised that for new areas of activity which were not proven as to profitability the idea would be to lease but for proven areas, such as coffee provision in Unio, equipment would be bought.

*The Board approved Capital Expenditure 16-17 without further comment.*

### **TB662 Scheme of Delegation**

Chair noted they would be looking at the functioning of the Board's sub-committees with the relevant Chairs outside of the meeting.

*The Board approved the Scheme of Delegation without further comment.*

### **TB663 Code of Conduct Annual Report**

JD advised that there were ongoing discussions with NUS how to marry up the national organisation's code with those of individual students' unions to clear up the anomaly where a member might be suspended for gross misconduct by their own union yet still take part in NUS activities.

RH noted that some cases had not been able to progress because of the complainants wishing to remain anonymous.

The Board discussed whether a form of words could be found to convey that complaints could not be dealt with anonymously whilst giving a reassurance that support would still be available for the complainant.

LH wondered whether the concerns as to anonymity were really a lack of certainty over the confidentiality of the process.

JS wondered whether the report included cases that had been reported to Events under the remit of the Good Night Out policy.

JD advised that the great majority of the cases would be dealt with informally by ENTS staff, in a similar way to informal resolution under the Code, and this meant that they were not included in the report. JD advised that, in future, the figures would be reported to Management Committee and included in the Annual Report.

Chair noted that the above concerns would be taken forward as action points.

#### **TB664 External Speakers Policy Annual Review**

*The Board noted the Annual Review and approved the continuing External Speakers Policy without comment.*

#### **TB665 Charity Campaigning Framework**

JD advised that there was no obligation for a charity to have any policy but, in terms of legal compliance, it was far easier if a students' union had a clear and robust framework in place to be able to demonstrate legal compliance and to regularise campaigning activities and this was particularly the case for a relatively high profile campaigning SU such as UEASU.

JS voiced concerns that SOC and the elected Officers would be disempowered from running campaigns that they had been elected or mandated to run.

JD advised that it was not for the Board to decide which campaigns should be run, this was indeed a matter for the democratic arm as it resolved competing interests but what the Framework did was clearly state the Board's responsibilities to determine whether a campaign was within the law.

MC wondered whether, for example, the framework would prevent UEASU from campaigning on Palestine.

JD advised that there was nothing new in the framework, it simply codified the legal realities. JD noted there were many cases where it would be illegal for the Union, itself, to campaign on a particular issue but where it would be perfectly fine for an individual UEASU Society to campaign.

MC agreed but noted that there were grey areas where SOC might want to take a risk but where the Board would err on the side of caution; MC noted they would be far happier if Officers received more comprehensive training as to how to make judgements on the legality of campaigns.

JD advised that management's task would be to advise Officers on how to implement their campaigning objectives whilst staying within the law and to advance often radical proposals which would not always sit easily within the conventional thinking as to the scope of a charity's activities.

RH noted that the Board had a majority of students and the work done on removing the 'reputational' clause from the Board's power of veto; RH hoped that these two factors would provide reassurance to MC as the latter would clarify the grey areas alluded to.

JS wondered whether, in the objectives part of the framework, 'welfare' could be added to 'educational'.

JD advised this was not possible as the defining constitutional overarch was that UEASU was an educational not a welfare charity.

*The Board agreed the Charity Campaigning Framework without further comment.*

### **TB666 Complaints and Staff Protocol**

*The Board agreed the Complaints and Staff Protocol without comment*

### **Strategy**

#### **TB667 Brexit: What Next?**

JD advised that every charity board would need to look at how the vast political and economic changes brought about by Brexit would impact on its future strategy.

JD advised that the immediate effects would include: a drop in the numbers of international students and that would affect many universities', including UEA, business models; a decrease in capital available to Higher Education and heightened debate over increases in fees.

JD outlined the long-term challenges that would confront the University and, hence. UEASU.

JD noted the continuing fall-out from Brexit was being constantly monitored by Management Committee and that a full strategic document would be prepared for review over the summer.

JD advised that the important considerations were that UEASU ensured that it had:

- The capacity to influence and undertake analysis
- A financial model that could cope with both contraction or expansion of student numbers
- Identification of a positive role for itself in the city and the wider community

### **1688**

#### **(D) Strategic Framework 16-17**

#### **(A) Student Transformation Strategy 2016-19**

#### **(B) Proposed Operating Plan 2016-17**

*The Board agreed the above without comment.*

## **(C) Proposed Key Performance Indicators 2016-17**

JD advised that because of the diversity and complexity of the organisation there was a greater than optimal number of indicators but each was significant. JD noted that Officers had not reached the point where they were able yet to set targets for the Priority Campaigns but that these would be decided at Management Committee over the coming weeks.

AR noted the Priority Campaigns Indicators would be circulated to Board before the September meeting.

JD detailed to CT as to how student satisfaction was measured and what data collections were used to inform this.

LH asked as to what steps were being taken in areas where targets had not been met over the previous year. JD advised that these would be specifically addressed in Departmental planning.

RH asked, as to the candidates in elections target, whether this was pre- or post-attrition. JD confirmed it was pre-attrition and that the large number of candidates that dropped out had been a persistent problem and that it would be put to the Election Working Group that the figure should be post-attrition.

LH guessed that the results were annually produced and wondered whether there was any periodic checking during the year. JD noted that the performance to KPIs was reported to Board quarterly and that the retail figures were enhanced by bi-annual net promoter scoring.

*The Board agreed the KPIs without further comment.*

## **TB669 National Student Survey Results 2016**

JD noted the disappointing performance on Question 23, the metric measuring student satisfaction with the students' union, where UEASU had dropped forty places, the biggest faller in the chart.

JD noted it had been a difficult year, in terms of media and in particular tabloid press coverage of students' union and UEASU characterised by the trope: 'PC gone mad'. JD noted that the nadir had been when the University had banned the throwing of mortarboards on graduation and the blame had been laid on UEASU. JD noted that perceptions informed by the press coverage were widespread in the NSS Open Comments and in internal surveys of members.

JD noted that more immediate student concerns centred on interruption to service delivery: for example, the cash machine in the Hive failed on the first day of term and had not been fixed six weeks later.

JD noted a central theme was that the representative function was out of touch, arrogant and only catered to a left-wing minority of students.

JD reported, of the immediate concerns, management were targeting service delivery whilst SOC were targeting the representative function with support from

senior management; steps were, also, being taken on student engagement and actions on welfare and academic spaces.

JZ believed that there had been a massive disengagement in previous years between the Full Time Officers and the wider membership. JZ and AR reported the creative reengagement campaign based around the concept of 'Burst the Bubble'. AR noted to LH that the reengagement strategy devised by Management Committee would be circulated to Trustees.

RH wondered whether SOC had taken a position with regard to the current national campaign that proposed boycotting or sabotaging the NSS as this might influence the reengagement strategy.

JS noted it had not but the matter would be looked at by Union Council.

*There were no further comments.*

### **TB670 Enabling Strategy (steering) Equality and Diversity**

TCM noted that a Transforming Equality Strategy had been formulated in 2014-15 and this had been translated into Departmental Plans and the wider UEASU strategy. TCM highlighted actions taken:

- Advice: out of hours support, recruitment of bi-lingual reception volunteers
- E&D training for all course reps
- Bespoke PG accessibility strategies
- Hearing loop in the office
- Promotion of elections to protected characteristic groups
- New accessibility lift in Union House
- Never OK and Good Night Out training for all relevant staff and expanding into the city
- E&D monitoring of recruitment of student staff
- Accessibility till and wider range of international foods in the Shop
- Staff member on University accessibility working group

TCM noted failures to hit E&D recruitment targets for both student and permanent staff despite initiatives such as holding a recruitment day in Manchester. On student staff, TCM noted the high-drop rate of Chinese students and that this was being addressed by holding an explanatory pre-recruitment day jointly with Careers.

TCM noted an E&D strategy paper would be brought to the December Board.

Chair noted that the E&D issues around recruitment of student staff would be an area for the Appointments and HR Committee to examine.

### **TB671 Enabling Strategy (Approval): Corporate Governance**

*The Board approved without comment.*

### **TB672 Enabling Strategy (Approval): Health Safety and Buildings**

*The Board approved without comment.*

JD reported, as to the new electric wheelchair accessible lift, that the contactors had hit unexpected underground obstacles which had caused delays and the new estimated completion date would be mid-October to December.

### **TB673 Enabling Strategy (Approval): Senior Postholder Pay**

*The Board agreed this matter should be considered by the Appointments and HR Committee.*

### **CEO Appraisal**

#### **TB674 CEO Appraisal**

*Staff members withdrew from the meeting at this point. Chair to make notes of the confidential session and circulate to present and future Trustees.*

### **Risk**

#### **TB675 Risk Register**

TCM reported that a Legal Compliance Checklist would be added for the December meeting and that there had been the following updates or additions:

- Brexit
- NSS Question 23
- NUS pension scheme ongoing viability
- Licensing arrangements

### **Sundries**

#### **TB676 Any Other Business**

Chair noted that a student had raised a complaint and, unhappy with the way they believed their complaint had been dealt with, had asked that the matter be considered by the Board.

Chair noted the detailed and voluminous nature of the evidence submitted by the student which had been thoroughly investigated by both the Chair, themselves, and the Deputy Chair. Chair noted that the conclusion of the investigation had been that proper procedures had been followed and that the complaint had not been upheld. Chair noted that because of the complex nature of the documentation it had been thought inappropriate for this to be placed before the Board.

*The Board accepted the Chair's decision on the investigation and agreed the recommendations of the Chair and Deputy Chair's report.*

ML asked as to the arrangements for the Finance Committee personnel and meetings. Chair noted they would liaise with TC over a meeting schedule and cycle of business and relevant Trustees would be notified as to the vacancy.

#### **Time, date and place of next meeting**

15 December, venue and time to be confirmed.

#### **TB677 Ongoing Cycle of Business**

Noted.

Subject:	<b>Chairs Action</b>
Produced by:	Theodore Antoniou-Phillips
To:	Trustee Board
Date:	15 <sup>th</sup> December 2016
Paper	TB681
Action:	To note
Status:	Open
Purpose:	This paper outlines the actions mandated by the board to the Chair and the progress made on those actions.

## Background

This paper outlines the actions delegated to the Chair by the Board and the level of completion of those actions.

Action	Description	Completed
Meet with the Finance Committee and the HR & Nominations Committee to discuss the schedule of delegation. (Appendix 1)	The Board noted the historic misunderstanding of the roles of each committee and what was delegated to them, as well as the frequency of their meetings.	Met with Finance to go over the schedule of delegation, set out amount and timing of each meeting.
		Chair of HR & Noms reported back their progress and they have set out a number of objectives for the year from the schedule of delegation.
		Attached appendix to this paper is the Schedule of Delegation for reference.
Data on Good Night Out strategy.	The Board requested to view the current data and KPIs on the Good Night Out project.	Agenda item.
Strategy on BTUB.	The Board requested to view the strategy on the 'Bursting the Union Bubble' project.	Agenda Item.
External mentors for FTO, myself as chair for line management of CEO.	The Board noted the need for external mentors for the FTOs, and for the Chair as line manager of the CEO. Some specific short courses would be best for line management skills.	External mentoring system through CMI found by the Deputy Chair and offered to the FTOs.
		No line management short courses found for the Chair due to most management courses being too lengthy to be appropriate.
Develop papers on the direct line management of the CEO in reference to formal in informal complaints.	The Board requested that the Chair develop a set of papers that show the direct line management of the CEO when it involved informal or formal complaints, and how they were resolved.	Agenda item.

**Union of UEA Students  
Proposed Schedule of Delegation 16-17  
Paper TB662**

Article 53 of the Union’s constitution makes clear that the Board of Trustees shall be responsible for the management and administration of the Union and (subject to the Education Act, the Constitution and the Bye-Laws) may exercise all the powers of the Union. A meeting of the Trustees at which a quorum is present may exercise all powers exercisable by the Trustees.

The Board’s powers under Clause 55 include:

- the governance of the Union;
- the budget of the Union;
- the strategy of the Union; and
- monitoring the performance of the Chief Executive

The working assumption is that in exercising the powers the board is seeking to arrange the resources of union in pursuit of the union’s policy and mission goals as expressed by the political and representative machinery- student officers, SOC, general meetings, referenda and council.

Article 59 allows the Trustees to delegate- it may appoint any person to be the agent of the Union for such purposes and on such conditions as they determine, and it may delegate any of its powers or functions to any committee or the implementation of any of their resolutions and day to day management of the affairs of the Union to any person or committee in accordance with the conditions set out in the Constitution.

The below schedule details that delegation and no substantial changes are proposed from the previous schedule for the year ahead.

	<b>Trustees responsibilities/ decisions for approval</b>	<b>HR/Finance Committee decisions (reporting back to the Board)</b>	<b>Management Committee decisions (reporting back to the Board)</b>	<b>SM decisions/responsibilities</b>
Recruitment and Staffing	<p>Creation of new senior management post</p> <p>Changes to management structure at senior manager level</p> <p>Involvement in appointment of senior managers</p> <p>Proposals for strategic redundancies (more than 3 members of staff)</p> <p>Involvement in appeal against dismissal</p>	<p>Approval of Union Ts and Cs and feedback on negotiations - Remuneration &amp; HR Committee</p> <p>Amendments to employee policies – Remunerations &amp; HR Committee</p> <p>Recommending appointment of new Student and Co-opted trustees – Appointments Committee</p> <p>Appointing the CEO –</p>	<p>Creation of new line management post</p> <p>Changes to management structure at line manager level</p> <p>Significant staffing restructuring in a department involving staff responsibilities</p> <p>Annual summary of fees paid to agencies/consultants</p> <p>Specific approval of staffing commitments funded by external</p>	<p>Creation of new posts below line manager level where resources are available</p> <p>Increments and regrading staff where resources are available</p> <p>Minor departmental restructuring</p> <p>Disciplinary process except appeal against dismissal. Minor update amendments to employee handbook</p>

	<p>Appointing co-opted and student board members</p> <p>Note staff satisfaction survey and agree any subsequent action to be taken</p> <p>Noting reports concerning employment statistics e.g. disability, equal ops, working time directive, absence – annually</p> <p>Trade Union recognition</p>	<p>Appointments Committee</p> <p>Receive staff satisfaction survey and agree any subsequent action to be taken – Remunerations &amp; HR Committee</p> <p>Receiving reports concerning employment statistics e.g. disability, equal ops, working time directive, absence – Remunerations &amp; HR Committee</p>	<p>income sources</p>	
<p>Budgets and financial Procedures</p>	<p>Overall approval of annual budgets so trustees acquire a level of information for them to exercise their responsibilities</p> <p>Receipt of quarterly update on financial forecasts and decisions arising therefrom Setting reserves policies</p> <p>Approval of new financial instruments and loads (excluding leases for items of business equipment) in excess of £10k value</p> <p>Receiving reports and recommendations from the trading company boards (should we decide to have such a company)</p>	<p>Receive, note and question the management accounts</p> <p>Appointments of auditors and bankers</p> <p>Approving investment policy</p> <p>Specific capital expenditure of over £10k including contingent and general funds</p> <p>Formal approval of an increase in any one department's budget of over 10% or £10k whichever is the greater</p> <p>Scrutiny of quarterly results of the Union, with departmental</p>	<p>Overall management of the budget to ensure that resources are utilised efficiently and effectively to deliver the strategic plan</p> <p>One off urgent items over £20,000 which are unusual or urgent and needed for the proper running of the business or for legal reasons, were subject to approval by the Chair of Finance Committee.</p> <p>Decisions on additional expenditure in excess of 10% of departmental budget needed for the proper running of the business or for legal reasons</p>	<p>Financial management below thresholds specified</p>

	<p>Receive and approve annual accounts</p> <p>Receive, note and question the management accounts</p> <p>Appointments of auditors and bankers</p> <p>Approving investment policy</p>	<p>analysis, balance sheet, cashflow and capex review, and Director's report</p>		
Setting and monitoring strategy	<p>Agreeing the Union's plan/vision based on research of members, advice of stakeholders and a referendum with resources specified</p> <p>Approval of any amendments to the Union's plan with resources</p> <p>Ensuring delivery of the plan</p> <p>Determining values and reviewing them in line with the strategic review</p> <p>Receiving quarterly updates on the plan with an opportunity to question senior managers – measuring performance</p> <p>Monitoring the needs of the membership and ensuring that the plan continues to meet them</p>	<p>Approval of the Financial Strategy supporting the plan, and monitoring performance against the Strategy.</p> <p>Approving amendments to the Financial Strategy</p>	<p>Reporting on progress against the plan</p> <p>Reporting on the needs of the membership and ensuring that the plan continues to meet them</p>	<p>Crafting the plan, following a strategic review</p> <p>Delivering the plan</p> <p>Managing the strategy cycle</p> <p>Ensuring that there is no cross-over between departments and each project leader is supported</p> <p>Ensuring that staff work towards the organisation's objectives and adhere to the organisation's values</p> <p>Minor changes to department plans</p>
Monitoring Risk	The Board to receive	Reviewing and	Overview of the risk profile	Identifying and minimising

	an annual report from Audit & Risk on the Risk Register	<p>approving the Union's Risk Management Policy on an annual basis and monitoring risks on a quarterly basis</p> <p>Approving activities that fall above a tolerable risk profile (to be defined)</p> <p>Receiving final internal audit reports</p> <p>Awareness of any significant H&amp;S incidents and action planning as a consequence</p>	of the union ensuring that it is being managed effectively	risk and reviewing on an ongoing basis
Monitoring board Performance	Annual review of board performance with recommendations of improvements (responsibility of Chair and Vice Chair)			
Union Council and the SOC	Receive reports from the CEO, SOC and UC on significant campaigning and policy issues that may impact on union as an organisation			Attend meetings and ensure that officers and councillors have the necessary support to campaign effectively
General Business	<p>Significant issues of which the board need to be aware</p> <p>Receive annual members satisfaction research</p> <p>Asking for reports on any issue</p>			<p>Writing and distributing Board papers</p> <p>Report to all board meetings on progress, issues and difficulties</p> <p>Giving feedback and debriefing on major union projects</p>

Subject:	<b>Chairs Action</b>
Produced by:	Theodore Antoniou-Phillips
To:	Trustee Board
Date:	15 <sup>th</sup> December 2016
Paper	TB681
Action:	To note
Status:	Open
Purpose:	This paper outlines the actions mandated by the board to the Chair and the progress made on those actions.

## Background

This paper outlines the actions delegated to the Chair by the Board and the level of completion of those actions.

Action	Description	Completed
Meet with the Finance Committee and the HR & Nominations Committee to discuss the schedule of delegation. (Appendix 1)	The Board noted the historic misunderstanding of the roles of each committee and what was delegated to them, as well as the frequency of their meetings.	Met with Finance to go over the schedule of delegation, set out amount and timing of each meeting.
		Chair of HR & Noms reported back their progress and they have set out a number of objectives for the year from the schedule of delegation.
		Attached appendix to this paper is the Schedule of Delegation for reference.
Data on Good Night Out strategy.	The Board requested to view the current data and KPIs on the Good Night Out project.	Agenda item.
Strategy on BTUB.	The Board requested to view the strategy on the 'Bursting the Union Bubble' project.	Agenda Item.
External mentors for FTO, myself as chair for line management of CEO.	The Board noted the need for external mentors for the FTOs, and for the Chair as line manager of the CEO. Some specific short courses would be best for line management skills.	External mentoring system through CMI found by the Deputy Chair and offered to the FTOs.
		No line management short courses found for the Chair due to most management courses being too lengthy to be appropriate.
Develop papers on the direct line management of the CEO in reference to formal in informal complaints.	The Board requested that the Chair develop a set of papers that show the direct line management of the CEO when it involved informal or formal complaints, and how they were resolved.	Agenda item.

# report

Subject:	<b>CEO Report</b>
Produced by:	Jim Dickinson, CEO
To:	Trustee Board
Date:	15 <sup>th</sup> December 2016
Action:	To discuss
Paper:	TB682
Status:	Open
Purpose:	The CEO reports to each meeting of the Board

## Introduction

At each meeting the agreed format for the CEO report is that it contains the following:

1. Reporting against plan
2. Update on key areas of work since the last meeting not directly covered in formal objectives
3. 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 updates against the annual **Operating Plan** and agreed **Key Performance Indicators** are covered later on the agenda.

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

This has been a busy quarter for the Union, focussed on implementing the projects and initiatives in our revised strategy. In addition there have been several other strands of work:

- **Memorandum of Understanding:** This document describes and codifies the relationship between the SU and the University. It was due for review this term and a revised version is on the agenda for approval. An associated set of issues relating to UEA Estates and allocation of costs has taken up considerable time and is ongoing.
- **Freshers:** A highly successful Welcome period was delivered by the team in October with record breaking commercial performance and sound progress on the non commercial offer, including a new Community and Volunteering fayre.
- **Building work:** Considerable time has been taking up involved in Year 3 of the Union House building project, focussed on access. We now have new Disabled Toilet facilities and a platform lift enabling wheelchair users to access the main office, scholars and meeting rooms.
- **Data Sharing Agreement:** Considerable time has been deployed on a complex review of our student data sharing agreement with the University which was prompted by the decision to move web provider. A data security breach, which we were able to quickly contain with no negative impacts, made this process more difficult and we only just managed to secure agreement in time for Welcome Week.
- **NSS:** Following our NSS Question 23 result I have led on supporting the officers with their "Bursting the Union Bubble" project designed to turn around student perceptions of the SU. This has included an afternoon event for key student leaders/influencers ("The Edge") held successfully in November.
- **Staffing Issues:** We have successfully inducted a new AD for Student Advocacy. **Lou Chiu** joins us from Norwich University of the Arts and has experience in Students Unions, HE Strategy and Education Policy. We have also recruited a new Head of Student Opportunities following Lynne Simpkin's resignation. **Alun Minifey** joins us from Anglia Ruskin SU and has a wealth of experience in developing opportunities and involving "hard to reach" students.

- **Sport:** Throughout the term detailed negotiation has continued regarding the transfer of both budget and staff (under TPUE) to the University in relation to Sports Clubs support. We have however now achieved formal transfer of the relevant staff and a small number of issues remain.
- I have spent some time this term supporting the **Campaigns and Democracy** officer with a review of elected Student leadership positions across the Union. An interim report was presented to Council in November. We reported:
  - That our system is confusing and has developed patchy leadership structures.
  - That there are multiple student leadership positions across the Union but we tend to have an unhelpful focus on a single “central committee” (the “student officer committee” or “SOC”) whose role and function is confused.
  - That the current system creates large barriers to involvement both in terms of elections and workload once in an elected role.
  - That there is significant and confusing overlap between Liberation Caucuses, Officers and Societies.
  - That there is considerable scope to both expand the number of opportunities available and strengthen and standardise the support available to elected representatives.

We will now take forward consultation in good time to implement change in time for the main election season in Spring 2017.

- The major issue of campaigning concern this term has been **housing** on which I have been supporting the officers with their interventions. It would appear that the University has significantly overestimated the amount of private sector accommodation available to continuing students next year and has only begun to investigate off the back of our campaigning. An update will be given at the meeting and some useful documents which explain the situation are appended.
- This term we published our annual **Student Experience Report** which summarises and highlights a range of key concerns for students. It is appended for information.
- There have been two major sources of negative press coverage this term that have taken up my time.
  - The **first** relates to a resolution passed by Council on poppies. This generated negative coverage from student, local and national media.
  - The **second** relates to an incident involving the Welfare Community & Diversity Officer handled under the Code of Conduct which we will update on verbally at the meeting.
- There were also significant issues relating to the implementation of a motion on Yarl's Wood that we sought legal advice on (appended). This issue was resolved internally but relates to the Charity campaigning Framework discussed at the last meeting.

### 3. Update on national student movement developments of interest to Trustees

**Party Conference Season:** The main issue for HE arising from Party Conference was an apparent hardening of the Government’s attitude towards international students, with Amber Rudd announcing a two-tier set of visa rules (affecting “poorer quality” universities and courses), a crackdown on work visas and the introduction of a £140m “controlling migration fund”.

Since the announcement several planks of the speech have begun to unravel. It has emerged that Rudd herself was lobbying to have international students removed from the net migration target; that David Cameron had resolved pre-Brexit to do this this autumn; plans to force companies to publish the number of foreign workers fell apart on the weekend of the announcement and the motivation to crackdown on international student work visas were deflated when an official report revealed that the extent of international “overstay” was massively overstated.

The sector has tended to either agonise over how the two “tiers” will be applied or to continue to oppose altogether. However with the settled conclusion of Government that the Brexit vote was about immigration there is unlikely to be real movement on the issues in the medium term with potentially devastating impacts on some institutions and courses in the mean time.

**HE Bill:** The Government's Higher Education and Research Bill continues its progress through parliament. Earlier this term the Government made several key amendments to the Bill following lobbying from SUs:

- The Office for Students board will now have a designated student representative.
- There will also be more support for postgraduate research training.
- Stronger protection for students- a "Student Protection Plan" must be published by HEIs.
- Universities may also be required to provide more information about the gender, ethnicity and socio-economic background of students to ensure fair access.

**#LoveSUs:** This year's #LoveSUs day took place on Friday 2 December. Last year, the government's HE Green paper announced a consultation on increasing the transparency and accountability of students' unions. In response NUS launched #LoveSUs day to highlight the impact of students' unions and all the amazing things done together as a movement. The day was a huge success and saw social media flooded with accounts of the truly transformative role SUs play in students' lives.

**UUK report on sexual harassment:** In October UUK published their task force report on sexual harassment on campus. "Changing the culture: report of the UUK Taskforce examining violence against women, harassment and hate crime affecting university students" examines the evidence and makes a series of recommendations for universities and UUK.

The taskforce had in its membership our own Vice Chancellor who worked closely with us to raise and resolve issues that we have been prioritising at UEA, not least the thorny issue of processes to handle incidents that constitute a criminal offence, for which dedicated work was commissioned and completed. The report acknowledges the important contribution that SUs have played in bringing this issue to policy makers attention and generating understanding of the issues. A local working group has now been formed at UEA to implement the recommendations.

**NSS:** Notwithstanding the debate over whether UEASU should join the NUS boycott/sabotage of the NSS I have been working with colleagues on the review of Question 23 (Students' Unions)

- HEFCE were proposing that Q23 be removed from the core survey and instead would create an optional bank of questions to be introduced in 2017.
- I was heavily involved in lobbying to ensure that **if there is an NSS** then SUs should feature in it to ensure our relevance to the student learning experience.
- Following these interventions with NUS and HEFCE officials, a new "Question 26" has now been agreed by the HEFCE Board which will focus on the Union's impact on representing students' academic interests. We will get the first results of this work in Summer 2017.
- Our own Union Council debated whether to join an NUS boycott/sabotage of the NSS (a tactic based around severing the link between the new Teaching Excellence Framework and fee increases). Council resolved to oppose a boycott.

### External Meetings/Visits

- 11<sup>th</sup> October: SU Senior Managers Regional Meeting (Birmingham)
- 25<sup>th</sup> – 27<sup>th</sup> October: NUS Zones (Stratford)
- 11<sup>th</sup> November: Action Learning Set (London)
- 19<sup>th</sup> November: NUS Demonstration Senior Stewarding (London)
- 22<sup>nd</sup> November: HEFCE Bid Workshop (Loughborough)
- 8<sup>th</sup> – 9<sup>th</sup> December: Management Team Away Days
- 12<sup>th</sup> December: Business Schools Event (Cardiff)
- 13<sup>th</sup> – 14<sup>th</sup> December: NUS Strategic Conversation (Birmingham)

### Declaration of any hospitality/gifts

- N/A

## **Student Leadership Review Final Report**

### **Executive Summary**

In April 2015, Union Council resolved that the Campaigns and Democracy Officer should carry out a review of Student Leadership positions within the SU. The mandate was:

- The review should be focussed on, but not look exclusively at, part time roles on SOC.
- The review should adopt similar terms of reference as the one originally launched last October; examine all relevant council mandates on the issue; and look at good and emerging practice from other unions.
- That the review group should be supported by three Union Councillors.
- That the review should undertake preparatory work over the summer; consult with all relevant groups this and next term; and report by the December meeting of 2016 in time for recommendations to be approved for elections in the Spring.

This is the final report from the review. We have found:

- That our system is confusing and has developed "piecemeal"- there are multiple student leadership positions across the Union but we tend to have an unhelpful focus on a single "central committee" (the "student officer committee" or "SOC") whose role and function is confused.
- That there is considerable scope to both expand the number of opportunities available and strengthen and standardise the support available to elected representatives.
- That the current system creates large barriers to involvement both in terms of elections and workload once in an elected role.
- That there is significant and confusing overlap between Liberation Caucuses, Officers and Societies.

This means we will focus in four main areas in the future:

1. That given our size, scope and ambition, we will expand the number of leadership roles and leadership committees/boards for different types of student and different SU functions.
2. We will strengthen linkages between societies and SU functions, particularly in the area of Liberation.
3. We will improve and standardise our promotion of, training of and support for the breadth of elected student leadership positions in the future.
4. We will take steps to remove barriers to involvement for students across the structures.

## Part One Introduction and Background

In the recent UEA Students' Union "Quality Students' Union" audit, our democracy was rated as excellent:

"The SU delivers an Excellent support framework to ensure that the democratic processes which support decision-making are delivered to the highest standards. Democratic engagement within the organisation fundamentally exists to represent the opinions of its members. The Union maintains a very traditional structure to policy making and works hard to ensure this effectively engages students from a variety of perspectives through the make-up of the Union Council.

"As a result, it was clear that members believe student control in major decisions is at the heart of UEA Union, upholding their purpose and commitment to act with a "Student Focus" and "Political Awareness." The Union holds fair and open cross-campus ballots for all major office positions in line with the requirements of the 1994 Education Act and has balanced the portfolio of the full-time officer team with a Postgraduate Education Officer.

"The Union's most engaged members were very aware of the role of the elected officers and a number of the key policy discussions from the current year"

However, the system and structures are not perfect. In April 2015, Union Council resolved that the Campaigns and Democracy Officer should carry out a review of Student Leadership positions within the SU. The mandate was:

- The review should be focussed on, but not look exclusively at, part time roles on SOC
- The review should adopt similar terms of reference as the one originally launched last October; examine all relevant council mandates on the issue; and look at good and emerging practice from other unions
- That the review group should be supported by three Union Councillors
- That the review should undertake preparatory work over the summer; consult with all relevant groups this and next term; and report by the December meeting of 2016 in time for recommendations to be approved for elections in the Spring

Following this mandate an online election was held to appoint three members of the review group to work with the Campaigns and Democracy Officer. This group met in early June to agree an approach to the review and discuss key issues.

### Working assumptions

Whilst the motion set out key areas to look at the group agreed some working assumptions to guide the work:

- **We are looking at elected leadership positions.** The review should focus on leadership positions that are elected and/or have a representative role rather than at structures within the student staff team.
- **We aren't just looking at the "Student Officer Committee" (SOC).** The review should focus on Part Time roles on SOC but should examine wider opportunities within the union to be an elected leader of some type.
- **We are looking at culture/support as well as structures and roles.** The review should both look at the structure of roles on offer but also the culture, support and funding around those roles to enable them to succeed.

### Background

A review of Sabbatical Officer roles at UEASU was carried out in academic year 2013/14, leading to a referendum on roles which abolished the "Finance" and "Communications" sabbaticals and introduced new roles for activities and campaigns/democracy as well as splitting the academic officer into PG and UG.

This is widely believed to have had a positive impact, however no changes were made to the Part Time student officer group ("Student Officer Committee" or "SOC"). Since then a number of motions have been passed and discussions held on further developing the Student Officer team:

- Motion 1526 mandated the Student Officer Committee to do all it can to achieve a **gender balance** in all future elections including looking at quotas.
- The "Women in Leadership" action plan that arose from that proposed investigating introduction a full-time women's officer.
- In October 2015 the Student Officer Committee created a working group to look at the issue of a Full Time Women's Officer, as well as to look at other areas of potential reform following a broad piece of research from the Union, proposing to look at **gender balancing** committees in the same way that NUS now does.
- There was also a decision to look at whether or not the current **division of work** between officers is fit for purpose; and looking at the Non-Portfolio Officer roles "and how we make them work **effectively**".
- Motion 1854 mandated a review of the union's **democracy and Bye Laws**.
- Until recently the SOC included the "Graduate Students Association President" but the GSA has now been wound up by the University with its functions take on by the SU.

In its motion in April, Union Council resolved the following beliefs about the current situation:

- Union research suggests that students regard the Union as not having a sufficient **number** of leadership positions;
- Our current structures shut out enthusiasm and talent through **a lack of positions** and unnecessary **barriers**;

- **Gender** is a real issue and a mixture of **encouragement, quotas** and **dedicated positions** should be looked at properly;
- Too many of our student leaders come from the **Humanities** and not enough from other faculties;
- **Nursing students** rightly argue that their representation within the union is poor, as do others, including but not limited to students on professional body courses and placement-based courses, who find our democracy **inflexible** and difficult to engage with;
- The issues facing **EU students and non EU students** are sufficiently different for NUS to recognise the difference in their structures, and we should look at these issues too;
- Proper representation for PG students is crucial and we need to look at how we might examine their under representation on the SOC;
- There is a real debate about whether the PG sabbatical should be a general PG sabb or one that focuses on education;
- Many students would struggle to fill a full role on SOC **alone** and we should look seriously at options to reduce those barriers.

### **Summer 2016 work**

Following the working group's meeting in June four key pieces of work have been carried out:

- **Amy Rust** has conducted a brief audit of the student leadership positions available across the SU; and has carried out desk and face to face research with over 50 SUs around the UK to look at their structures.
- **Lucy Auger** created some dialogue with peer support groups and liberation groups on how to they would like the SU to support their leadership positions and whether a liberation committee of some form would be useful for them.
- **Elliot Folan** conducted a small piece of research into definitions and examples of job sharing, alongside how that could be implemented in our SU.
- **Louise Rudd** undertook to find out more about how mature students are represented in other unions and create a recommendation of how we can improve leadership opportunities for mature students.

## Part Two History and Theory

Since their inception almost all Students' Unions have had structures which include representative deliberation, policy making and accountability bodies (councils, general meetings etc) and leadership positions in the form of an executive committee. In almost every case elections to the executive have been by direct, cross campus ballot with either general meetings or student representative councils providing scrutiny, policy direction and accountability for those executives.

Executives have also followed a similar structure around the UK. Since the late 70s, almost all featured a group of part time officers and full time officers, with full time officers adopting broadly similar roles focused around Welfare, Education, Activities and Priority Campaigns. They traditionally acted both as the political leadership of an SU as well as the trustee body as the committee in control of the "management and administration" of the SU as a Charity exempt from registration.

However over the past decade there have been some interesting developments that have tended to cause SUs around the country to start to revise their structures.

- As a result of Charities legislation almost all SUs created a **Trustee Board** to handle staffing, Corporate Governance, Finance and Risk- enabling executives to focus on political and representative leadership.
- Most SUs have abandoned internal "**infrastructure**" sabbatical roles like Finance and Communications to focus on charitable outcomes like activities or campaigns.
- Many SUs have **abandoned formal democratic structures** outside of elections, with forums and online ideas platforms focussed on research and consultation rather than deliberation.
- Many SUs have created **different kinds of committee and leadership structures** around types of activity, abandoning the idea of a single central committee in control of all activity.
- Many SUs have **abandoned Part Time Officers** altogether, with volunteers and committee members being elected by smaller groups
- Some SUs have been experimenting with **gender balancing; non portfolio blocks** of officers/sabs (that later divide up responsibilities) and **school/faculty based representation**.

In almost all cases there are three commonly given reasons for introducing reform:

- The **size and scale of the SU** as an organisation being beyond the ability of a single FT/PT committee of students
- The **size and scale of the student body** being hard to represent effectively through a single committee structure
- Perceived **barriers to involvement** of representative structures like councils and elections, both generally (ie time poverty) and from an equality perspective

At UEA the SU has adopted some of the above developments, although in piecemeal fashion and without a fundamental review (for example) of the SOC. This means that the Student Officer Committee is characterised as follows:

- It has a **structure** and **candidates manifestos** that suggest it is responsible for the whole of the SU's activities.
- Its **constitutional** status and **meetings** have tended to focus more narrowly on the SU's central campaigning function with other bodies and positions starting to handle other functions.
- This has tended to lead to a significant mismatch between expectations and reality for student officers, especially Part Time Officers who tend to be successful **outside** of the auspices of the committee.

### Three types of activity- three modes of participation

Essentially the SU carries out three key functions, and whilst there is clear crossover between these "functions", any organisational or democratic system has to start somewhere. Most observers accept that each tend towards at least a different **style** of democratic participation from students. The following is an adaptation from an NUS study in 2009:

**Social Enterprise.** The SU runs a number of professionally run services for students, including bars, entertainments, catering, and retail services. The modern day complexity of these services and their role in providing a service for students, coupled with the financial imperative for such services to succeed, command that they be run by staff with student involvement in their delivery (student staff) evaluation (student managers) and their direction (at a strategic level).

This type of activity is arguably unsuited to the debate and mandate style of representative democracy; essentially the combination of organisational values and student input ensure that the student voice is heard and that the services remain student led. Put simply, students wanting to become involved with the running of the social enterprises should be able to focus on that rather than the price of student accommodation or the organisation of sports fixtures.

**Representation, Rights and Campaigning.** Whilst there is a recognition above that the definition of representation can become confused dependent upon activity within a students' union, there are a clear set of activities that can be combined into this category. Representation of the views of students to the University is a crucial role, both in formal committee based terms and informal terms through liaison and meetings with key University personnel. In addition the SU will co-ordinate and train student representatives at department and course level, and run campaigns on a local and national level that seek to influence

change on students' behalf. Although some elements of the analogy are unhelpful, this section of the Union's work is akin to that of a Trade Union, where acting as a voice for students and promoting and defending their rights are crucial.

This type of activity and its associated models of democratic participation rightly needs to differ from that of the Enterprises element; not only may there be significant debate over the union's position on an issue, there is also a need to have roles that reflect types of student and particular problems or concerns that they may have- often the elected need to represent certain cohorts, concerns or courses. The mindset and mode of participation need to reflect these differences to ensure that student leaders have appropriate fora for raising concerns, debating issues and acting on them through the representational opportunities on offer. Put simply, students wanting to become involved with tackling timetabling issues in the institution should be able to focus on that, rather than being expected to monitor trading or commercial budgets.

**Activities and Opportunities.** The SU offers a number of activities and opportunities through which students are able to enhance their experience at University. This may include participation in sports and societies; involvement in student media; volunteering and other student development opportunities such as student skills training. This area of activity remains largely student controlled and run through groups, clubs and societies, with staff involvement often in administrative support or developmental assistance.

This type of activity and its associated models of democratic participation rightly needs to differ again from the other two; here the elected role is more about co-ordination of groups and support for their development than advocacy or speaking up on behalf of others. Again, the mindset and mode of participation need to reflect these differences, such that students can focus on activities and the co-ordination and promotion of them, through organising committees and creating appropriate policies and strategies. Put simply, students wanting to become involved with the running of societies should be able to focus on that, rather than being expected to also consider the University's response to the HE White Paper.

### Being effective at Representation, Rights and Campaigning

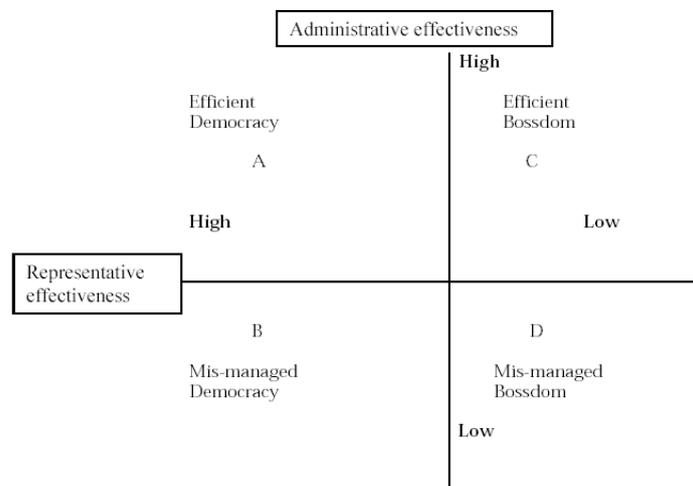
In the Representation, Rights and Campaigning function there is some useful underpinning theory from the Trade Union movement that can help us understand how to develop the structures.

Trade Unions' organisational capacity has long been seen as shaped by the tensions between representational functions and bureaucratic forms. Child, Loveridge and Warner (1973) take this tension as central factors affecting union capacity. They define **administrative** rationality as 'the logic of a goal-implementation or operational system, while **representative** rationality is the logic of a goal-formation or policy-deliberating system' (1973: 78). The "representative" rationality was characterized by a multiplicity of communications methods and strategies to reach as many people as possible; holding back on decisions until the maximum amount of consultation; lots of democracy, committees, etc. It required the union leaders, and thus the organisation, to be representative of members' aspirations and wishes.

But given that to run an organisation that needed to actually carry out the tasks of representation, there was also an "administrative rationality" required. This was characterized by carrying out tasks efficiently, employing experts, budgetary control, etc. It made the trade union efficient.

As illustrated, they pose representational effectiveness against administrative effectiveness or rationality.

Figure 1 Model of administrative and representative effectiveness



Source: Adapted from Child et al. 1973: 80.

They essentially define trade union effectiveness as an outcome of good union representation and good union administration. They point out these goals are frequently in direct conflict though they are not always at odds. In their model (see figure 1), an effectively representative trade union will be driven from the bottom, while an administratively efficient large organisation will be driven from the top.

The "ideal" trade union would be an "A" union- a hard thing to achieve, given it must be democratic and involving as well as efficient and managed well. A "B" union would be highly democratic, but perhaps with poor financial control, little in the way of effective HR policy or a lack of delegation to experts. A "C" union might have a tightly

controlled sabbatical and management team with no truer involvement in democratic decision making, poor election turnouts, etc. A "D" union would simply fail on all counts.

Arguably in an SU context the SU staff hold the principal responsibility for administrative effectiveness, with elected officers holding the principal responsibility for representative effectiveness. This is reflected in UEASU's two lead bodies- the Board handling administrative effectiveness and the SOC handling representative effectiveness.

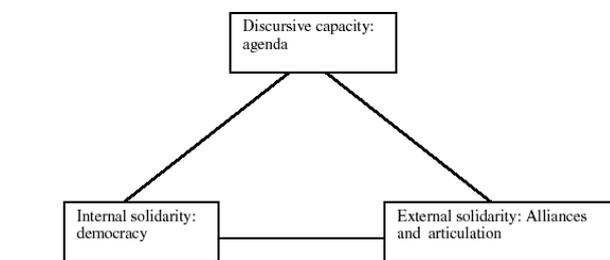
### Improving representative effectiveness and political leadership

Again trade unions have also been looking at the issue have adopted a model. This is a model that places the mobilisation of different resources at the centre of the analysis of power, arguing that the success of union officers crucially depends on their power and that this power is the result of a variety of particular resources that can be mobilized to alter the terms of its relationship with other actors, organisations or services (ie in our context the University, Government, etc)

- First, it names 'agenda' or discursive power as the capacity of officers to shape and put forward their own agenda.
- Secondly, it names 'internal solidarity' which refers to cohesion: the mechanisms developed in to ensure democracy and collective cohesion members' participation, student officer profile presence and structures, and communication between general students and their officers.
- The final source is called 'external solidarity' referring to the capacity of officers to work with their communities and to build horizontal and vertical coordination with others on both a local and national level.

Whilst this model can apply to all types of SU officer it is hard to believe that an officer working Part Time will be able to develop in all of these areas successfully, particularly if their portfolio covers the whole student cohort or a large part of the SU administration. Hence many SU structures have tended towards smaller roles.

Figure 4 Local union power resources



Source: Levesque and Murray 2000

### The four roles of a sabbatical officer

Over the past 15 or so years the role of student officers has become increasingly diversified and complex. The majority of an officer's role can be split into four categories or 'hats' which has allowed officers to understand better the different facets of their roles.

- **"Minister"** Role: This involves being politically responsible for an area of work, ie sports or communications.
- **"Trustee"/"Director"** Role: This is the oversight role of the SU operations and can include areas such as employment, legal compliance and financial responsibilities.
- **"Activist"** Role: Taking action around key rights issues and building campaign commitment for students outside of formal structures.
- **"Representative"** Role: Being a member of committees and meeting key people in the round as a representative of students.

In theory Part Time Officers hold smaller versions of the above, but whilst it is well established that Part Time Officers no longer carry out the **"Trustee"/"Director"** there is still an underpinning assumption that they hold the other three **"hats"**. This is very difficult to achieve and arguably has set up PT officers to fail unless significant extra support is on offer.

### Man in the mirror

In 2013 NUS produced a landmark report on participation in democratic structures in SUs ("Man in the Mirror"). It found:

- The representative democracy models tended to be dominated by men
- That deliberative structures had significantly different participation patterns for different diversity groups
- That students are starting to trust representatives less and favour more local and direct forms of democracy and consultation

The Union places some emphasis on the University's Widening Participation strategies but little on its own. This both could and should change to ensure that we are monitoring in this area and removing barriers.

## Summary

The above tends to cause us to consider:

- Whether the “Central Committee” assumption around SOC is unhelpful.
- Whether the SU might create more opportunities for leadership of smaller groups or functions.
- Whether we might adopt some of the models around different types of Governance for different functions albeit with overlap.
- Whether we could improve training and support for elected student leaders, and its consistency.
- Whether it is possible to create more elected positions that are more informal (ie without having to stand in a “big election”.

We will:

- Introduce **gender balancing** across all our structures and introduce confidence building support strategies for students in liberation groups across the leadership positions.
- Pilot and monitor the effectiveness of investment in **financial support** and **mentoring** for students from **Widening Participation backgrounds** to take up leadership positions.
- Introduce strategies across our structures to enable students in their **first year** to take on positions of **responsibility** and **leadership**.
- Abolish the rule on **co-campaigning** allowing students to run together in elections

\*\*\*\*\*

## Part Three

### Auditing the current UEASU Picture

To inform the review we have carried out a short, surface level audit of existing elected student leadership positions throughout the SU. The overall finding is that the current practice reflects:

- An **unspoken understanding** that both the collective role of SOC as the **central committee**, and the **individual role** of its members had become "too much".
- That as a result a number of other leadership "experiments" have emerged which divide up roles, functions or part of the student body.
- That these have not been considered "in the round" and that inconsistencies in the level of support, funding, training and profile exist across the roles.

### Activities and Opportunities

The most obvious area of development away from the "central committee" in recent years has been on **student activities and opportunities**.

- It is true to say that already the A&O area offers the highest number of student leadership positions within the SU- those on the committees of Clubs and Societies make up over 1000 student leadership positions.
- Some of these are "hogged" by some committee-happy students.
- These leaders may not see themselves as leaders or even part of the SU, and our training and support for them tends to focus on compliance and risk rather than leadership, skills and development.
- Over the past year a new coordinating body has been created for Sport (Sports Exec) which has been seen as successful and offering important leadership over a particular area.
- The intent is to develop a similar success out of the Societies and Media collectives.
- Med Soc has become part of the SU and also offers coordination amongst societies within a particular school.
- All of the success in these areas tends towards the "participative" style of Governance referenced in earlier sections- these students want to **get things done** and view the structures as a way to **organise** rather than **deliberate** or **debate**.

These developments are not dissimilar to other SUs although our research over the summer suggested some questions:

- Should the SU **restrict** the number of committee positions (or Presidencies) a single student holds?
- Are there some areas where the SU should **insist** on positions (ie E&D)
- Can the SU improve its **training and support** officer for both group committees and coordinating "umbrella" committees?
- Can we do more with **participative budgeting** with these groups?
- Can more be done around **student leadership** of SU wide charity fundraising and volunteering?

As a result we have resolved the following. We will:

- **Restrict** the number of **key positions** that a student can hold within student opportunity groups, dramatically **expanding** the number of students taking up leadership positions in this area.
- **Introduce a requirement** for all student opportunity groups to elect a **first year students rep**.
- Release **E&D** benchmarking data to all **student opportunity groups**, develop funding incentives around E&D work and require the creation of an **E&D rep** to drive strategies for diversification of membership.
- Review **training and support** for the leaders of student opportunity groups, aligning elections more closely with the main SU elections and creating time/space to deliver **training** before the summer.
- Trial **participative budgeting systems** with student opportunity umbrella groups and **rationalise** those umbrella groups in the bye laws.
- Develop an SU wide **charity fundraising and volunteering** strategy focussed on project work within student opportunity groups.

### Undergraduate (and PGT) Education

A large group of course reps exist within the University. These are not necessarily seen as SU reps although they are trained and coordinated by the SU and carry out a key representative function.

- The University continues to underfund delivery of a **Code of Practice** on student representation but the Union will have clear staff support in this area in the year ahead.
- There are poor formal links between this group and the SU's **Education Officers** or **policy making** structures.
- Separate rep structures that divide up **schools and faculties** exist on the Union Council but are not usually filled and the process for election lacks legitimacy.
- A group of **convenors** in faculties are given a bursary from the SU (part funded by the University) but cannot be elected given rules in the Education Act 1994 on paid union office holders.
- **University committees** are largely populated by **sabbatical officers**; those that are not are generated through uncomfortable, long winded elections at Union Council.
- The union's work in this area tends to lack real profile amongst the student body.

Work with other SUs suggests that there is significant scope for development here:

- Can a more formal structure of **education focussed reps** “surround” the Education Officers?
- Can leaders in this area take a role in **Policy Development**?
- Can the union do more to support this group with **research and tools** to generate it?
- Can more be done to support work at **School and Faculty level**?
- Is there a better way to **distribute and elect** positions on University Committees?
- Can more be done to **build the profile** of this work amongst students?

As a result we have resolved the following. We will:

- Create a dedicated **academic societies strategy**; mandating **statutory** academic societies within each school, and requiring all academic societies to elect a **bursaried academic Vice President** to focus on student representation and a **Postgraduate Rep**.
- Shift **faculty convenors** into the main body of the constitution, electing them from across the faculty to advocate for students and liaise with the faculty.
- Develop an **education executive** around the Education FTOs to focus on policy development & implementation and officer accountability.
- Ensure there are systems in place across the SU to **promote** the work of student **representatives** and their impact on the student experience.
- Shift appointment to **University committees** from Council to sub bodies across the SU structure (and do this before the summer) to ensure they are better supported to carry out their role.

### **Liberation Caucuses and Assemblies**

The Union has made solid progress in this area over the past couple of years.

- **Autonomous caucuses** for LGBT, Women, BME and Disabled Students have all been created with a leadership and policy development function.
- **Assemblies** for Mature Students, International Students and PG students have also been created.
- Whilst there has been some **depth** to their work, they have all suffered variously from a lack of **breadth** of student participation.
- The Liberation officers and groups share a budget and many intersectional aims but do not meet regularly or coordinate effectively.
- The SU E&D committee has not been meeting regularly and has a confused role.
- **Standing for office** in a Cross Campus ballot for one of the Liberation positions is intimidating and especially difficult where those campaigning are forced to attempt to “guess” whether someone self defines into a group.
- Evidence suggests that students are **confused** about the respective purpose of a caucus, a related society, a related PSG and the SU officer of that group.
- Anecdotal evidence also suggests that the **core of people** active in a caucus are also active in related societies.
- It is possible for a society to disagree with an SU officer on an issue and there are not at present suitable or satisfactory structures through which that group of students can resolve the conflict.
- The current system implies that societies don’t or shouldn’t discuss political issues.

Research over the summer suggested some key questions:

- Can we resolve the “**crossover**” issue with related **societies**?
- Are there other ways to **elect Liberation Officers** than through a large “**Cross campus Ballot**”?
- How important is **breadth of participation** and are there other ways for students to contribute than attendance at meetings?
- Can **coordination** of the groups be improved?
- Is there a way to **clarify and strengthen** the leadership of E&D within the SU both as an employer and as an organisation?
- Can we find a solution that builds on UEA’s historic strength in societies and have a system that is simple to understand, allowing students in Liberation groups to organise themselves appropriately?

As a result we have resolved the following. We will:

- Create constitutionally statutory **Liberation Societies** within the constitution which combine social activity, representation and campaigning and which are able to organise their own structures and activity to best involve their students autonomously.
- Create a similar structure for **assemblies** and deliver better support for their activities.
- Create a **Liberation, Equality and Diversity executive** to drive the implementation of the SU’s award winning single equality scheme (“Transforming Equality”) and better coordinate funding for and activities of Liberation groups and events.
- Recast the Trustee Board’s **E&D committee** to focus on employment matters affecting both casual and career staff.

### **Ethical and Environmental**

Both the University and the SU itself have a good history on E&E work however there has been little development in this area in recent years:

- There are two **part time officers** for each of the two “words”.
- The University **coordinates a group of students** in this area and that can be seen as rivalling the SU’s work.
- The role of **Ethical Issues officer** is highly confused and lacks real purpose.
- A large **People and Planet group**, along with some society activity, underpins much of the activity across campus in this area.

Research into other Unions suggests that the UEA’s approach here is uncoordinated and disparate, and there may be opportunities to bring together aspects of this work both across UEA and within the SU to improve impact and coordination.

As a result we have resolved the following. We will:

- Create a dedicated **ethical and environmental executive**; bringing together policy development, implementation and FTO accountability and better coordinating societies in this area.

### Welfare and Community

Building structures based around the **student living experience**, and the relationship between that and local communities, has been a key development at other SUs in recent years.

- At UEA the only manifestation of work in this community area is held in the title of the **Welfare Sabbatical** and in previous years the distribution of a community newsletter.
- Unlike in other Universities with large on campus populations there are not any structures that **coordinate or represent** those in UEA Accommodation.
- **Community relations** are taking on increased importance as the University grows and the council considers planning regulation to cope with the expansion
- Unlike many other unions the SU has not developed any structures that surround the Welfare portfolio outside of the Sabbatical Officer. This is however a key concern for many students and a rich source of involvement both the union (through societies).

Again learning from other Unions throws up interesting opportunities:

- Can **housing/community strategies** be developed at UEA that involve student leadership?
- Should the Union experiment with **coordination/representation** structures for on campus accommodation?
- Is there scope for structures out in the **community** to improve **communication** and **coordination**?
- Can something be put in place to improve support for and accountability for the Welfare sabbatical and portfolio?

As a result we have resolved the following. We will:

- We will create a **Welfare, Wellbeing and Community** executive whose role will be to drive policy development and implementation in this area and accountability for the Full Time Officer.
- We will introduce **Accommodation Reps** in each block on campus.
- We will collaborate with the University over a **Community Strategy** involving liaison with representatives, a drive on student safety and a focus on housing to include a good neighbour scheme.

### Student Staff

At the outset we deliberately resolved to not look at employed roles. However it is worth reflecting briefly on two issues:

- The creation of **student managers** in SU outlets, focussed on collection and dissemination of student feedback, has been seen by some as blurring the lines between representative and employee.
- The Student Staff teams lack **Trade Union representation** despite attempts at partnership work in this area in recent years.

Work with other unions suggests there may be options therefore on these two issues:

- How can we best clarify the respective roles of those **elected** with the Social Enterprises and those **employed** to gather student feedback?
- Are there ways to encourage and normalise **Trade Union membership** amongst students and the participation of Student Staff reps in Union bodies and Boards?

As a result we have resolved the following. We will:

- Seek a partnership with a **major trade union** to deliver **free or discounted** trade union membership for student staff and a dedicated **recognition agreement** securing facilities time.
- Expand the **student managers programme** with the social enterprises and more clearly define their role to exclude matters relating to terms and conditions and employment or political policy.

### Social Enterprise

Following a review of these areas to improve student input there have been some ground-breaking developments in these areas in recent years:

- Employed **student managers** in each outlet/area are responsible for gathering, synthesizing and disseminating student feedback.
- Following a review corporate governance, **Development and Oversight Boards** have been created to look at strategy for Ents/bars and Retail respectively.
- These include students elected (by Council in 2014, by cross campus ballot in 2015 and hybrid in 2016)
- A number of initiatives have been successfully delivered in these areas arising from **Council mandates** (including sanitary product pricing, sexual harassment, vegan range etc)
- **Non portfolio officers** have tended to want to focus here but have only really been able to do so through DOB membership
- The University has traditionally **lacked involvement** of or representation from students in its equivalent services- but has agreed to a new student forum.

UEA is an **important innovator** in this area although there are some questions arising out of SU research and experiences this year:

- Can we improve **coordination** of and **support** for the DOBs?
- Is there a way to "**close the feedback loop**" on the work done by **Student Managers**?
- How can we ensure we **retain and bolster** the "radical edge" of initiatives generated by mandates at **Council**?
- How can we make the most of the new **Estates forum**?
- **Entertainments** is an area that lots of students want input on- how can we harness that energy whilst **managing expectations**?

### Wider areas

A number of other areas have emerged during the research:

**Corporate Governance:** In this area- encompassing the Trustee Board and its HR and Finance Sub Committees- we have tended to adopt other unions' structures which see Sabbaticals, PTOs and "ordinary" students elected by council on the bodies. However the profile of elections to these bodies is low and "ordinary" student engagement hard to sustain- are there ways to improve here?

- We will move formally to a system which balances elected officer involvement with student and external appointments for the Board and its sub committees- where council ratifies the process and result of a selection based on skills, knowledge and diversity.

**Nursing:** Whilst other groups suffer from time poverty and distinct educational issues this group has an acute set of issues that the Union has recognised in recent times. The union is leading the way on staff support for Nursing students it is behind on political/representative structures although progress has been made on an academic society. What can we learn from other unions that have created specific SU structures/officers? And should there be a joined up approach on all Medical related students?

- As part of the work on **academic societies** we will deliver specific **investment and support** in the **HSC society** to enable it to succeed.

**Priority Campaigns:** In recent years the SOC has tended to operate as a feedback body for union services and a grant making body for campaign budgets. Is there a case for formally supporting its role as the Union's campaigns committee- and are there ways to involve more students in the leadership of our campaigns that go beyond having to stand (and win) a cross campus ballot?

- To reshape the SOC as a **priority campaigns coordination committee**, drawing in representation from the executives to ensure maximum impact to the SUs campaigning work.

**Union Council:** Many of the issues above relate back to Union Council, and other wider meetings like Sports Presidents and the Graduate Assembly. These are not in scope of this review but an eye should be kept on developments in these areas as they are closely related.

**Elections:** A number of Unions are now using technology to run smaller elections online- either for student groups, liberation positions, committees and school/faculty based elections. Many are held in the Autumn term to gather "new student involvement". Is there scope for that at UEA?

- We will **introduce and support** the opportunity to be elected to a range of bodies in the **autumn**.

**SU Insiders:** Some unions have begun to hold events for all student leaders on campus- elected and employed. For example At Middlesex SU an annual residential is held to improve understanding of the union and bolster communication of the SU's key priorities and messages. We only tend to bring this group together at the end of the year in the form of the SU Awards. Is there scope for such year round events/programmes at UEA?

- Our **Edge student leadership** conference will become annual and involve more students in both **design and delivery**.

**Postgraduates:** The PGSU set up is not in scope of this review, although it is clear that there remains a tension between the "general PG" role and the "PG Education" role that the sabbatical undertakes. In addition committee places have tended to be hard to fulfil. What can we learn from other unions on generating PG involvement in general structures and leadership of PG specific functions?

## **Part Four**

### **Job-Sharing**

This part summarises what “job-sharing” is, examines its use in broader politics, its use in specific student unions and some positives and negatives. It concludes by laying out how job-sharing could be practically implemented in UEA SU.

#### **What is Job-Sharing?**

Job-Sharing is a mechanism by which two or more individuals (usually two, or three at most) are able to serve in a position that would ordinarily be occupied by a single person. In organisations in which the position holds a vote on a democratic body, the two individuals share a single vote on that body between them.

The Civil Service broadly describes job-sharing as “a form of flexible working which enables two employees to voluntarily share the responsibilities and duties of one full time job”; the idea was similarly defined by Rosie Campbell and Philip Cowley as when “two or more people working on a part-time basis share the same full-time position”.

The practice of job-sharing is encouraged by the ATL in education fields; they argued in 2015 that “that job sharing is important in achieving equal opportunity in employment practice in educational establishments”.

#### **Job-Sharing in British Politics**

Job-Sharing has been raised as an issue in British political life since at least the late-1990s, when Lorraine Mann sought to stand on a job-sharing basis for membership of the Scottish Parliament in 1999 (it was rejected by the Returning Officer and the courts). The Fabian Women’s Network, the Fawcett Society, Disability Rights UK and Rethink have all since endorsed political job-sharing, and the Labour MP and current Shadow Chancellor John McDonnell put forward a private members’ bill to allow job-sharing in 2012 (like most private members’ bills, it failed to pass). The concept has since been endorsed by both the Liberal Democrats and the Green Party of England and Wales; indeed, two Green Party parliamentary candidates fought a court case in 2014 to be allowed to stand as a job-share (the case failed). The Greens routinely practice job-sharing within the party; several members of its national executive currently serve as, or are seeking election as, job-shares, including two leadership candidates.

In a 2014 academic article examining job-sharing, Campbell and Cowley conclude that as regards Members of Parliament, “Offering MPs the opportunity to job share does not challenge demand-side barriers to women’s selection and will only boost the representation of women in Parliament if accompanied by other measures. However, offering MPs the opportunity to work part-time may improve the supply of women standing as parliamentary candidates...there is an argument that job shares ought to be included in the battery of measures advocated by feminist campaigners in order to better represent women’s interests”.

#### **Job-Sharing in British Student Unions**

There are several examples of Student Unions that have adopted job-sharing options for some of their Union Officer positions:

##### **Mid Kent College's Students' Union**

The positions of Disabled Students’ Officer and Women’s Officer have been occupied by job-shares in recent years.

##### **Bristol Students' Union**

In 2015, Bristol SU had two candidates standing for Mature & Part-Time Students’ Officer as a job-share.

##### **Swansea University Students' Union**

In 2011 the part-time Events & Entertainment Officer position was occupied by two individuals job-sharing, as was the position of International Students’ Officer.

##### **Birkbeck Students' Union**

The current part-time Global Citizenship Officer position is occupied by two individuals as a job-share.

##### **Warwick Students' Union**

In 2012/13, Warwick’s LGBTIA+ Officer position was a job-share.

##### **Nottingham Students' Union**

In 2013 and 2014, the Women’s Officer position was job-shared between two women. One of the job-sharers stated: “It was a lot better doing a job share, I don’t think I could have done it by myself”.

##### **Hull University Students Union**

The LGBT+ Officer position is currently subject to a job-share, as is the part-time students’ officer.

##### **University College London Union**

In December 2014 two students at UCLU successfully proposed an amendment to the constitution to allow job-sharing for part-time positions. The amendment argued that “the workload for a part-time officer can be

incredibly high... Those with other commitments whilst they study, from caring responsibilities to clubs and societies to part-time jobs, should not be unable to get involved in the Union through lack of time".

Job-sharing for part-time positions is now an option. The UCLU website describes it thus:

"You have the option of running for all Part Time positions jointly with another student as a job-share. In terms of the election you would be a single candidate. If elected you would share the role and the duties that it requires. If you are concerned about the time commitment of a particular role this might be an option which you may want to consider. (Please note that this option is not available for Sabbatical and Student Trustee positions)."

Goldsmiths University Students' Union

Goldsmiths has operated a job-share system long enough for it to be cited as a useful system by UCLU; in 2013, for example, the Women's Officer position was a job-share.

### **Arguments for Job-Sharing**

There are four main arguments for job-sharing:

1. It allows those with disabilities, mental health issues, caring responsibilities, intense workloads, part-time jobs or a combination of those to take up the campaigning activities of being an Officer without committing to 100% of the responsibility and stress. As an SU, we are committed to increasing diversity and this is a mechanism to do that.
2. UEA SU has long had a problem with women candidates putting themselves forward or being elected. Job-sharing is considered by feminist campaigners, politicians and major political parties to be an important tool in increasing the representation of women in politics.
3. UEA SU Officer elections have repeatedly seen instances of students seeking election but then standing aside for friends, pulling out after the deadline and seeing who was standing, or declining to stand due to not wanting to stand against their friends. This has been particularly pronounced in Liberation elections where communities are close-knit. This has meant that talented individuals have been lost as potential Officers and this is something we should seek to prevent.
4. The workload for a Part-Time Officer can be very high, and even if an officer has average responsibilities, it can still be very stressful and in one case led to the Women's Officer resigning and UEA SU being without an official Women's Officer for a number of months. Job-sharing would allow students to split the workload.

### **Arguments against Job-sharing**

1. There's a democratic concern that less-popular candidates may seek joint election off the back of the popularity of better-known candidates. This is currently playing out in the Green Party, with ex-Leader and current Green MP Caroline Lucas seeking election as Leader in a job-share with less-known running mate Jonathan Bartley. This has attracted intense criticism from some Green Party members.
2. If job-sharing is expanded to all part-time officer roles, and the option is utilised for all of them, it would expand the Student Officer Committee from 18 people to 31. While each job-share would still have 1 vote, it would make the situation rather unwieldy in SOC meetings. However, this could be ameliorated by having each job-share only send one person to each meeting.
3. Candidates wielding one vote between them could make it harder for them to make decisions. There would need to be a solution as to what happens if they disagree.
4. There are other options beyond a wholesale rewriting of the election process – more staff support, the creation of committees for officers and other such ideas. Union Officers are not the only mechanism for democratic involvement in the SU and we could instead look at encouraging participation in other areas.

### **How would Job-sharing be implemented?**

There are three options for implementing job-sharing, as I see it:

1. Allow all part-time officer candidates to job-share;
2. Allow only Liberation Officer candidates to job-share;
3. Leave the option of job-sharing up to Liberation Caucuses.

### **We will:**

- Introduce the ability to "Job Share" roles across the Liberation structures

**Part Five**  
**Summary Conclusions and next steps**

The above material might be summarised as follows:

1. That an SU of our size, scope and ambition should have a breadth of leadership roles and leadership committees/boards for different types of student and different SU functions.
2. That there is insufficient linkage between Liberation Caucus committees, societies and officers.
3. That we should improve and standardise our promotion of, training of and support for the breadth of elected student leadership positions in the future.
4. There are some clear options on Job Sharing of roles, in particular Liberation Roles.

We will now:

- Take forward consultation on this document and the three broad strands of work outlined above
- Bring forward draft proposals for constitutional change in December
- Seek to approve these in good time to implement change in time for the main election season in Spring 2017

# student experience report 2016

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## Issue

Each year the Students' Union produces a summary report on research into the student experience and issues/recommendations arising from it.

## Recommendation

A series of recommendations are included throughout the report.

## Risk Implications

Medium: There are risks to UEA's reputation and league table position if issues within re not acted on.

## Equality and Diversity

Several sections directly address E&D issues.

## Timing of decisions

A formal University response to the recommendations will be developed in time for the next meeting of SEC in February.

## Further Information

This year's report includes PG and UG issues. A separate international students' experience report will follow in the new year.

## Background

It has previously been resolved that the SU will annually produce a report to be considered by this body.

# introduction

**1.** This report was authored by the Campaigns and Policy Team at uea|su. It brings together the most recent research on the student experience in 2016.

**2.** This report draws upon a large range of data from the uea|su Students' Union Survey (SUS) 2016, the National Student Survey (NSS) 2016<sup>1</sup>, the UEA Postgraduate Taught Experience Survey (UEA PTES) 2016<sup>2</sup>, the UEA Postgraduate Research Experience Survey (UEA PRES) 2015<sup>3</sup>, uea|su's Light Up Campus Survey 2015, and uea|su's weekly Quality Conversation (QC) Surveys to try to build the most accurate picture of the Student Experience at UEA in 2016.

**3.** We have focused on 6 key themes that emerged from the data in this report.

**4.** Across those these we have identified 34 recommendations for the University to implement in order to continue improving the experience of the student population at UEA.

**5.** The aim of this report is to highlight the most important and current concerns of both undergraduate and postgraduate students.

**6.** This report does not seek to simply 'problematise' areas needing improvement but to offer recommendations to help provide real solutions to help improve students' overall experience as a student at the university.

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<sup>1</sup>The National Student Survey is distributed annual to final-year undergraduate students in the UK. In 2016, 1987 final-year undergraduates from UEA completed the NSS 2016, with a response rate of 68 per cent. This is important consider during our discussion of the data from NSS.

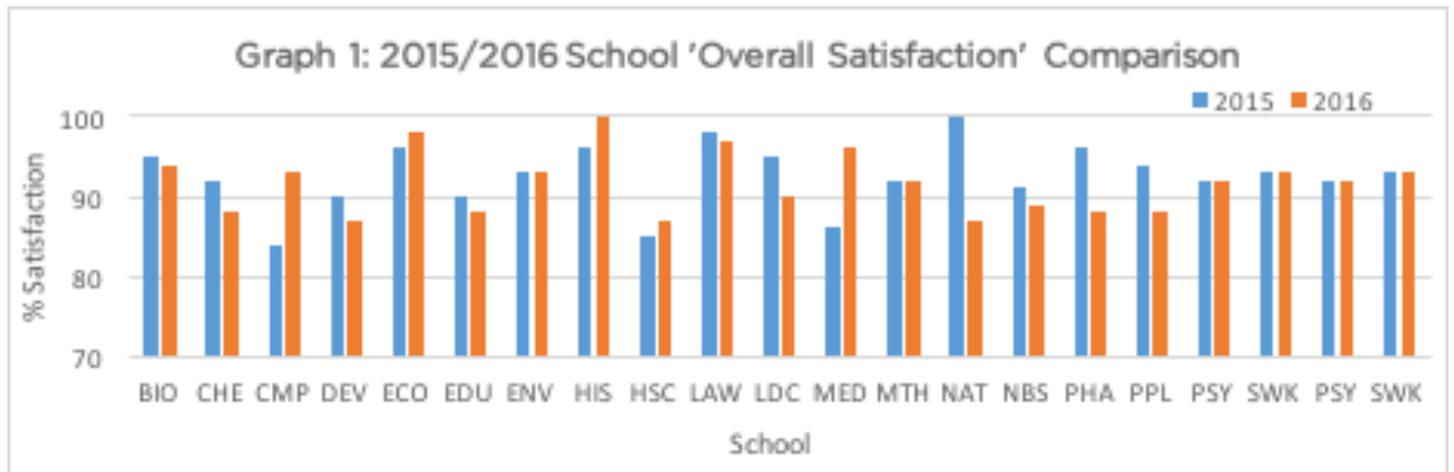
<sup>2</sup>The Postgraduate Taught Experience Survey (PTES) is distributed to all students undertaking a taught post-graduate certificate in the UK. In 2016, 40% of postgraduate taught students at UEA completed the PTES. Although this is less than the response rate for the NSS, this figure is almost double UEA's response rate for the 2014 PTES.

<sup>3</sup>The Postgraduate Research Experience Survey (PRES) takes place every other year, the last survey being in 2015. It is distributed to all students in the UK undertaking a postgraduate research qualification. It achieved a response rate of 58% in 2015, compared to 31% in 2013.

# context

UEA's overall undergraduate student satisfaction, while still high, decreased by 1% from last year to 91% and it is clear when looking at UEA's different schools that the majority did less well than they had done in the previous year, contributing to the overall 1% decline.

Since 2013 however the university has not improved in overall satisfaction, seeing a 2% decline during this time period. A general decline in satisfaction is evident throughout this report, with the exception of 'learning resources' which has not only high satisfaction but also has stayed the same since last year, and 'Assessment and feedback', which saw a 2% increase, but is the lowest scoring theme in NSS data.



It is important to keep in mind during this report that even in cases where the university is doing well, there is always ways to improve and when considering the NSS qualitative data, students raise a number of important concerns which need to be addressed.

The report is broken down based on themes that the SU feels is important to discuss, and while some may be in line with the NSS themes, we have included additional sections as deemed appropriate based on our own research that has been conducted.



**Theo Antonio-Phillips**

UG Education Officer



**Madeleine Colledge**

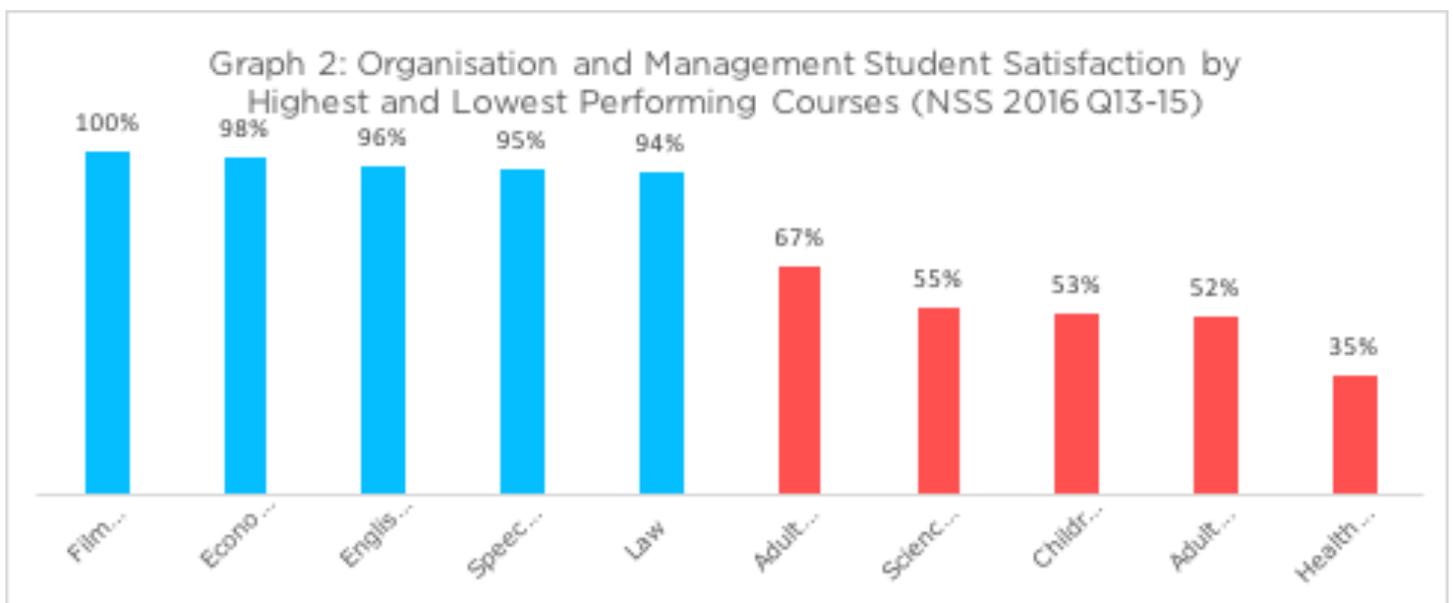
PG Education Officer

# 1

# organisation & management

Problems with organisation and management of classes can lead to unnecessary stress, impacting on students' overall wellbeing, and can inhibit proper learning. While the NSS results showed that 82% of students were satisfied with the university's level of organisation and management, large disparities remain among different courses and schools, suggesting that UEA struggles with a consistent approach.

Given that this is the second lowest score among the 7 NSS themes, that the university has seen a 2% drop in satisfaction from last year, and that there has been a consistent drop since 2013- there is still considerable room for improvement. It is worthwhile mentioning that while the whole university sees a decline in satisfaction, SWK has seen an incredible improvement within this theme, where in 2015 only half of the students were satisfied compared to 80% in 2016, meaning that changes are well within the university's capability.



It is clear from this graph that the cause for such large disparities must be specific issues affecting only certain programmes or schools otherwise data would be much more consistent among programmes. That said, four of the 5 lowest scores for 'Organisation and Management' lie within The Faculty of Health and Medicine and more specifically, Health Sciences. All of these courses are very placement-heavy, highlighting that the organisation of placements in particular may be what these students feel is particularly poor. We therefore next focus on placement provision.

# 1

## Placements

As mentioned, it is interesting to note that, overall, programmes which offer placements tend to rate lower satisfaction in this theme compared to those which do not, most of which lie within the Faculty of Health and Medicine:

**“The placements in the penultimate year could sometimes have no patients, but I had to stay for the full shift; it was not too bad for me, but others had to travel a long way and then sit around for 5 hours”** Medicine, FMH, NSS 2016

**“Some poor organisation around placements. Overall satisfied with variety of placement opportunities, but unsatisfied that offered opportunity to request placements and then not given opportunity to attend these placements. Would be more sensible to not offer opportunity to request”** Mental Health Nursing Undergraduate, HSC, NSS 2016

**“Some placements are brilliant. Others are not. It’s a lottery”** Adult Nursing Undergraduate, HSC, NSS 2016

**“One particular placement had too many students in that placement area. When I was allocated my placement on the delivery suite, there were too many students allocated on shift with me, which meant that I didn’t get the required amount of births to qualify for the course so I might have to go back and spend more time there. So there would be five students trying to get the births, some shifts I would get no births”** Midwifery Undergraduate, HSC, NSS 2016

**“Placements a lot of the time felt unorganised with some areas not even expecting students when contacted”** Mental Health Nursing Undergraduate, HSC, NSS 2016

**“At times, it has been unorganised in terms of the timetable and finding where placements are far enough in advance”** Adult Nursing Undergraduate, HSC, NSS 2016

As clearly shown from the above comments, students feel there are numerous organisational and management issues relating to placements, beginning with the allocation of their placements and continuing throughout the placement itself. In fact, problems with placements are not contained within this theme and a number of other issues have also been raised which will be discussed throughout other subsections of this report.

That said, many courses require a huge proportion of student time to be spent out on placement and, as such, schools should have appropriate staff resources to accommodate this.

## Timetabling

A number of students from different programmes reported in the NSS that they are not happy with the organisation of their class schedule. There are extremes of circumstance, with some courses students having consecutive hours of class on the same day, and some having very few classes spread across several days. This can create either incredibly stressful days where students have no time to reflect on their teaching, or mean that students have to spend large amounts of money and time over the week getting onto campus to attend classes.

**“The essay deadline can sometimes be problematic when several essays are due for submission around the same time. The scheduling of some seminars has been problematic. As a mature student, I have to balance study and family life, where sometimes things cannot be avoided. This can result in missed seminars which impacts on the knowledge I have been able to acquire. I feel that this can and does put me at a disadvantage when completing summative work as there are gaps in my study.”** Undergraduate, AMA, NSS 2016

**“Deadlines for completion of work around school holidays which is difficult if you have children.”** Social Work Undergraduate, SWK, NSS 2016

**“Bunching together of exams was a problem, having 5 exams in 8 days was unfair and stressful compared to other timetables.”** Undergraduate, NBS, NSS 2016

**“Timetable is bad. In for one or two hours each day, would rather have it covered over a few days. Exam timetables are dreadful. Have a whole month where exams could be set but seem to be over three days. Exam timetables are dreadful, have a whole month where exams could be set but seem to be over three days.”** Economics Undergraduate, ECO, NSS 2016

Separately, students have also commented on the timetabling of their exams and assignments. Here also, students find that they have multiple same-day deadlines or deadlines which are very close together. Now more than ever, students are taking on more responsibility. This may be part-time work, joining clubs and societies, and particularly for mature students having additional work and family commitments. Proper organisation and management of class can greatly help create a positive university experience by allowing them to better manage their time, which also results in better learning.

**“Sometimes lectures placed at inconvenient times, e.g. 4 hours in a row 1-5 on a Friday in same topic, no hours previous day.”** Undergraduate, DEV, NSS 2016

**“I feel like more effort could have been made to allow student athletes to compete in their sports more easily. This was a battle in terms of seminars and lectures on Wednesdays with lecturers reluctant to allow people out of class even when they had promised to catch up.”** International Development Undergraduate, DEV, NSS 2016

**“2nd year is the hardest year of the degree and because I work better when important and lengthy assignments/deadlines are spread out, I found that I had very little time to do other extracurricular activities, which would have definitely been hugely beneficial for my studies.”** Undergraduate, PSY, NSS 2016

As expected, poor timetabling also has a knock-on effect on students’ travel time, a concern raised by a number of students:

**“There seemed to be an unfair distribution of placement locations. I personally had to travel to King’s Lynn Hospital every year of the course, yet some people only had one placement there. A better system is required.”** Medicine, FMH, NSS 2016

**“I have felt that timetables are impractical for home students, as I often have to travel two hours for a fifty-minute lecture or seminar.”** Accounting and Finance Undergraduate, NBS, NSS 2016

**“In regards to lectures awkward times for people that commute.”**  
Economics Undergraduate, ECO, NSS 2016

We have also been made aware of the fact that there are many instances of evenings and Wednesday afternoons being used for teaching, contradicting UEA’s expectation to ensure that teaching is as accessible as possible.

**“Where certain seminars are only held on one day of the week, for example this year a lot was held only on a Monday, which meant that I had 4 of my 6 seminars on one Monday where I also had sporting commitments in the evening, which made it very overwhelming at times.”** Undergraduate, NBS, NSS 2016

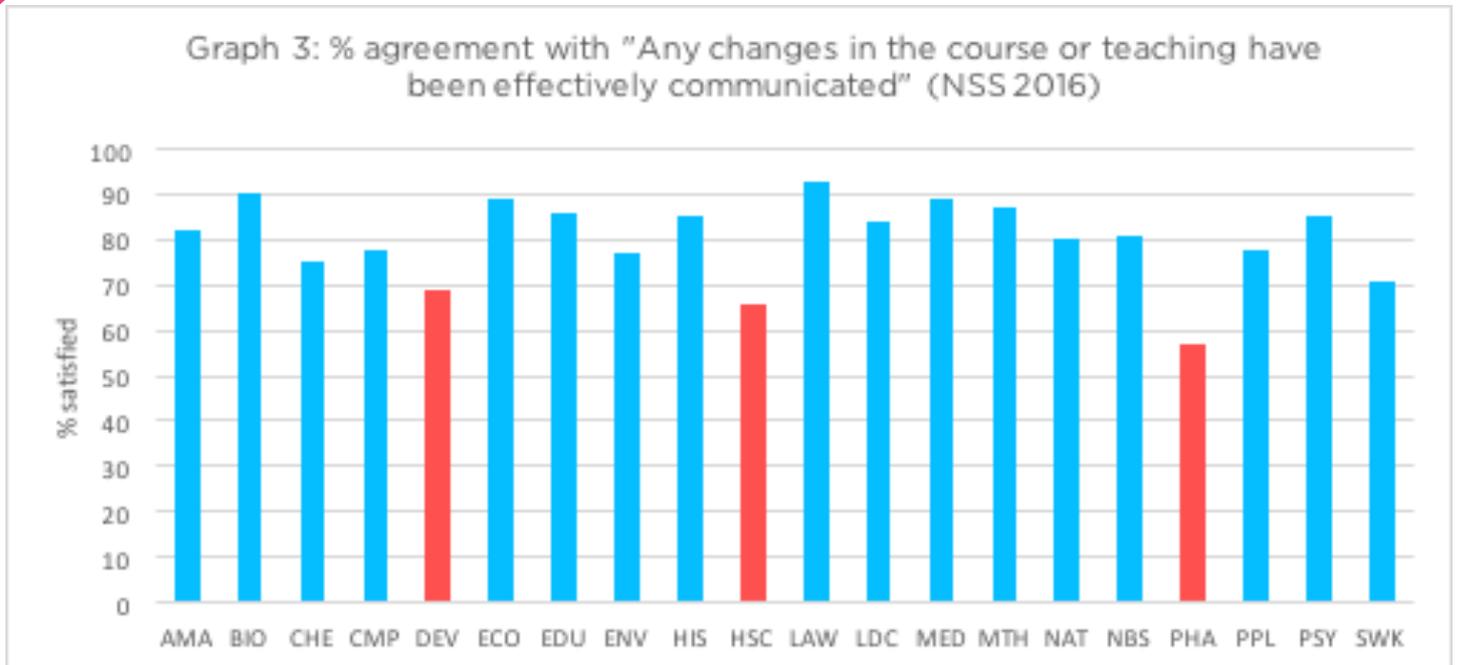
**“Timetable not very good, sometimes very late lectures in the evening, which makes it very hard to concentrate”** Undergraduate, LAW, NSS 2016

**“I feel like more effort could have been made to allow student athletes to compete in their sports more easily. This was a battle in terms of seminars and lectures on Wednesdays with lecturers reluctant to allow people out of class even when they had promised to catch up.”** Undergraduate, DEV, NSS 2016

# 1

## Communication

Poor communication was another big concern of students across faculties resulting in overall poor organisation. Last minute changes in course content and structure meant students were given very little time to organise their own schedule, often resulting in conflicting or stressful deadlines.



The graph above indicates students' satisfaction with communication from their school about changes in the course or teaching. Those schools highlighted in pink have particularly low results, with only just over half of PHA students satisfied with communication. There is great fluctuation across the institution, indicating that communication is very much a school-specific issue rather than something that is institutional.

The most common type of miscommunication was last minute class cancellation often resulting in students coming in to class when it had been cancelled, causing a waste of travel time and costs.

**"Some aspects of the course have been disorganised especially when there is a change to lecture times or cancelled lectures and the cohort have not been made aware of the changes on time"** Adult Nursing, HSC, NSS 2016

**"Our exam timetables in 2nd year could have been dealt with in a more timely fashion, we were told really late into the spring semester that we were going to have earlier exams (about 3 weeks early) and this clashed with coursework deadlines."** Undergraduate, PSY, NSS 2016

**"Sometimes things aren't clearly communicated, such as last minute room changes."** History Undergraduate, HIS, NSS

**"There have been not communicated changes to coursework"** Education Undergraduate, EDU, NSS 2016

**"Last minute exam timetable changes"** Psychology Undergraduate, PSY, NSS 2016

**"The course structure wasn't really good. There were a few changes made which weren't communicated well."** Pharmacy Integrated Masters, PHA, NSS 2016

In the context of undergraduate students' third highest concern being money<sup>4</sup>, and with a growing number of students commuting in to save money, last minute changes and cancellations resulting in wasted time and money are not acceptable.

## Learning and Teaching Hubs

The three learning and teaching hubs across the university provide general management and support for students. Undergraduate students rely heavily on the hub's services continuously throughout the year and so, it is concerning that one important qualitative finding is the large number of students who comment negatively on their respective school hub. Negative comments cut across departments and faculties, although in some cases, the type of complaint differs and appears to be programme or department specific.

### Moving Hubs

The university's decision to move one of the hubs from the Edith Cavell Building onto main campus has been negatively received by a number of students who are primarily based at ECB. The overwhelming view is that this decision was made without student consultation and as a result students are unhappy with the decision as it impacts negatively on their ability to access hub services.

**“The hub has moved from the ECB Building to main campus these causes’ logistical difficulties in submitting work, obtaining necessary forms, seeking appropriate admin support from staff. It has also caused delays in receiving feedback from our work and I believe our assessment of practice documents have not been properly processed due to these same logistical difficulties. This has been frustrating for students.”** Adult Nursing (Jan intake), EFRY hub, NSS 2016

**“The hub being moved was inconvenient especially with hand in deadlines and having to leave the building and head over to campus during lunch breaks.”** Adult Nursing (Sept intake), EFRY Hub, NSS 2016

**“The hub has moved away from the main nursing building which makes achieving some hand- in deadlines difficult, particularly when timetabled in 9-5 at Edith Cavell. I don’t think I’ve talked to one person who’s happy with the hub being moved to campus and it seems like another decision someone has made without actually considering the impact on students and staff.”** Mental Health Nursing, Sept intake, EFRY hub, NSS 2016

**“The hub being moved on to campus was another physical aspect of university that made more challenging than necessary. This made it difficult to hand in assignments on time due to being in lectures at ECB away from the hub on campus a difficulty not faced by other university students.”** Children’s Nursing, Sept intake, EFRY hub, NSS 2016

**“Our hub was moved without the consultation of all students. Most of us felt that moving the hub into campus was not beneficial yet it went ahead anyway. Moving the hub into campus has made it difficult to submit or collect assessments whilst we’re in our main building for lectures.”** Children’s Nursing, Sept intake, EFRY hub, NSS 2016

From these comments, it is clear that having to travel to the main campus to access the hub creates a number of logistical difficulties and added stress for students. When students have busy class or placement schedules away from the main campus, it becomes very difficult to manage their day to allow enough time to go to the hub.

This means that for many students, the only time they can visit the hub is during their lunch break, which they should not have to do. In addition, having to submit coursework is always a stressful time, the hub move makes handing in course work even more stressful and as one student states, it also creates delays in receiving feedback and processing paperwork in a timely manner. It is important to keep in mind that for many students, the hub move was the only concern raised which shows that this is an issue which strongly affects students.

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<sup>4</sup>Data from SUS 2016.

# 1

## Communication and organisation

Another issue students' highlight is the lack of communication and organisation in the hubs. For many students this results in misinformation, taking a long time to reply to online queries, delays in work being returned, exam and class timetables being issued late or incorrect or changed, and generally finding it difficult to receive the support that they need throughout their studies. This of course has an overall impact on students' educational experience. Many if

not all students, use the hub(s) as a main port of contact for a wide range of important issues - proper communication and organisation can go a long way to make students feel that their issues are important to the university.

**“The negative aspect of my course is the lack of communication and effectiveness in the Arts Hub. I do not feel welcomed when I go to the Arts Hub for administrative issues. All employers except for one have been reluctant to help me with most of my problems.”**

PPL, Arts hub, NSS, 2016

**“The hub is often really unhelpful and gave me wrong information that has deterred subject choices.”** Environmental Science, ZICER hub, NSS 2016

**“The Arts Hub has been a complete nightmare to work with, lack of communication and left bewildered at the start of terms as to what modules I have been moved onto against my wishes. Utterly hopeless.”** International Relations and Modern History, Arts hub, NSS 2016

**“The teaching hub for nursing have no understanding that sometimes things in life can interfere with studies and they will not help! The staff really need to learn to communicate better.”** Adult Nursing, Sept intake, EFRY hub, NSS 2016

**“The way that HUB works is just awful, they have done so many mistakes not only with me, but with my course mates too”** CHE, ZICER hub, NSS 2016

**“The arts hub has a huge number of issues ranging from problems with creating student timetables, late and often, wrong exam timetables with exams being forgotten and poor communication internally and with students.”** Law, Arts hub, NSS 2016

**“I think the most negative experience has been the hub. The staff don't seem to know what they are doing and the hub is very slow.”** History, Arts hub, NSS 2016

**“The hub struggle to give prompt replies in emails and don't process forms quickly. I've had to regularly re-send emails in order to finally receive replies.”** Environmental Science, ZICER hub, NSS 2016

**“The HSC hub is unhelpful...They do not know the answers to questions, or give conflicting advice to what lecturers say, leaving students not knowing who is right! Little thought is given to how actions of the school will affect students, and when concerns are voiced, nothing is done to support us or show empathy.”** Adult Nursing, Sept intake, EFRY hub, NSS 2016

It is clear from these comments that students are frustrated and upset about the way the hub is run. Addressing these issues require a multi-pronged approach which include not only changes made within the hub but also better dissemination of information to students so that they are aware of the type of queries the hub is can best address and are responsible for including a knowledge of the wide range of services the university offers outside of their hubs. Ultimately this can contribute to better general management of queries.

# recommendations for organisation and management

**1.**

The University should identify specific work to promote diversity and inclusivity in teaching curriculums in higher education.

**2.**

While the University is already an Equality Challenge Unit (ECU) member, it is not a member of ECU's Race Equality Charter. We recommend that the University make full use of ECU's consultancy service, and aim to become an ECU Race Equality Charter member within the next two years, and an ECU Race Equality Charter award holder within the next five years. This should align with the University's commitment to Athena SWAN and Equality and Diversity more broadly.

**3.**

UEA should carry out research on the satisfaction levels of international BME students and home BME students, in order to investigate why the achievement gap is such a stark issue.

**4.**

UEA should work to implement and monitor take up of standardized online marking to ensure that feedback on assessment is of consistent quality and easily accessed by students.

**5.**

UEA should follow up on investing in student course reviewers.

**6.**

All schools should be required to have a teaching practice development strategy, working in conjunction with UEA's teaching awards and uea|su's Transforming Teaching Awards

**7.**

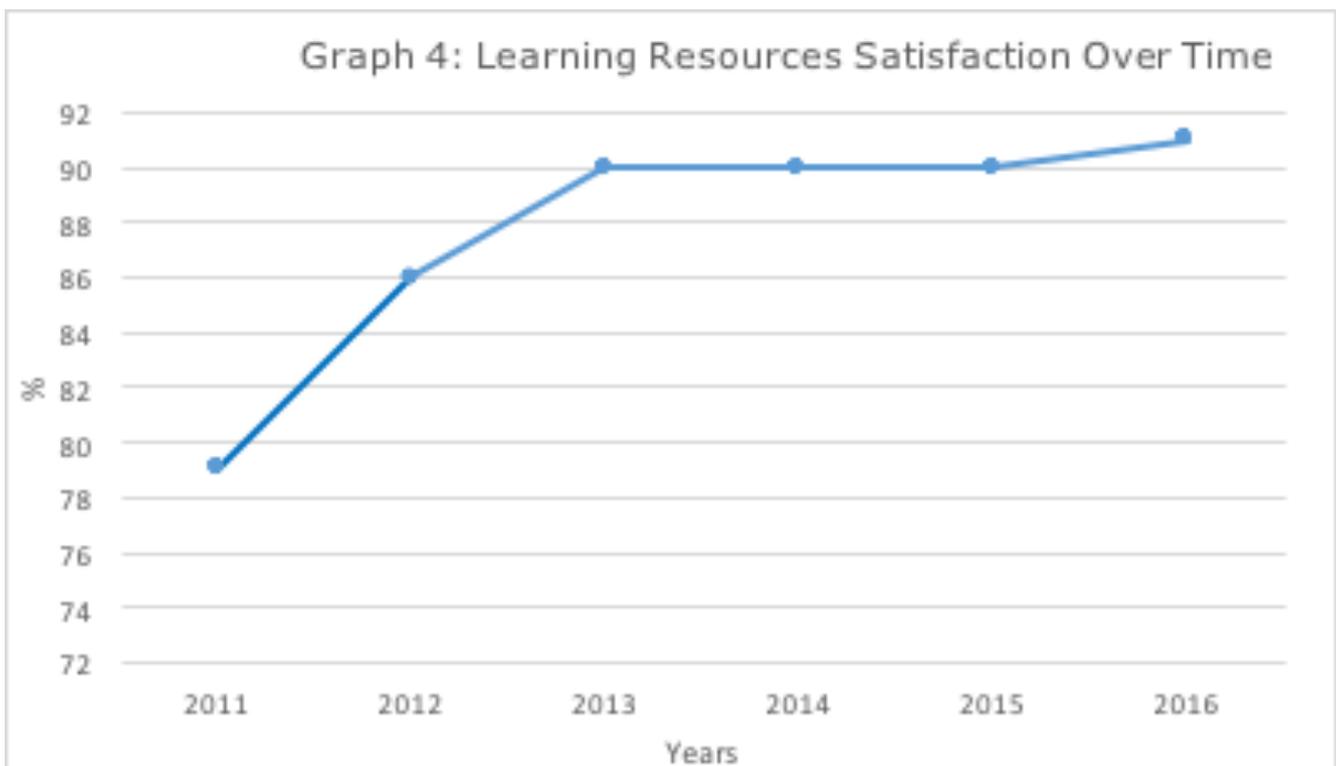
Whilst the timeliness of assessment and feedback has improved, there is no discernible work going on to systematically identify improvements that could be made to quality of assessment and feedback and perceptions of assessment fairness. Utilising the NUS Assessment and Feedback benchmarking tool, work should be developed school by school to ensure that this is done.

# 2

# resources

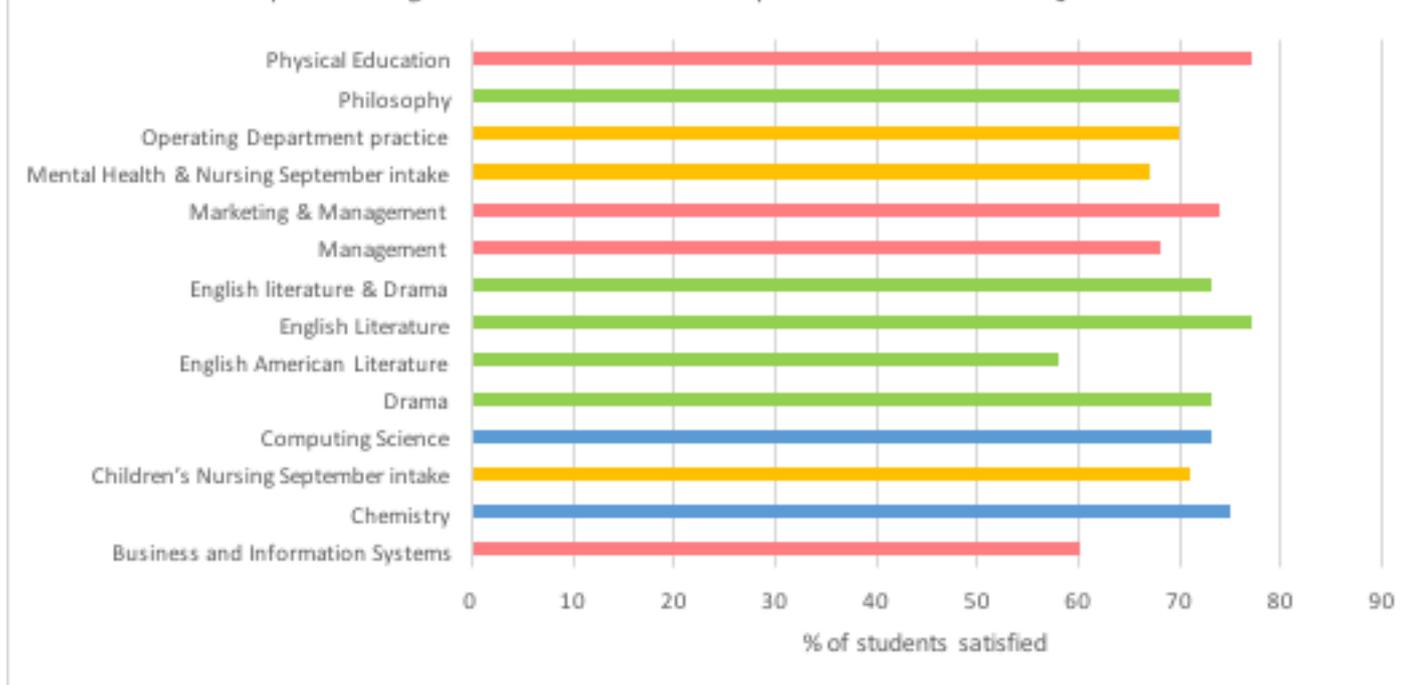
## Learning Resources and Facilities

Across all programmes, students are highly satisfied with the university's accessibility and availability of learning resources and unsurprisingly with 91% satisfaction, the university ranks in the top 10% of institutions for the past two years and since 2011 has seen a 12% improvement. Looking more closely within departments and programmes it is evident that even though some are faring less well than others these gaps are very small. This is good news and means the university is generally consistent in providing good learning resources, which is paramount for students to be able to succeed in their course work.



Despite great scores, students are telling us that improvements are still needed. For example, within the NSS 'Learning Resources' theme, Question 18 ('I have been able to access specialised equipment, facilities of rooms when I needed to') ranks the lowest in satisfaction (86%) compared to other two questions asked in this theme (both at 93%). This is most likely because students from specific courses have given much lower satisfaction ratings which lowers the overall average for the question.

**Graph 5: Programmes which under-performed for NSS Question 18**



**Social Sciences Faculty | Arts and Humanities Faculty | Science Faculty | Faculty of Health and Medicine**

Due to lack of substantial qualitative data by students from these programmes, no in-depth conclusions can be drawn which explain for such discrepancies. Regardless of their cause(s), this finding shows that despite overall high satisfaction there are still courses with more than 20% of students dissatisfied. Given that students from the programmes mentioned above are much less satisfied than the rest of the student population average for Q18, further investigation is needed to properly and effectively address their concerns. It also shows that issues are not defined to particular Faculties, given that there is a relatively even spread across all four Faculties.

## Computers and Library Capacity

Among the NSS qualitative data provided, it is evident that students feel that there aren't enough computers available across the campus, and especially the library, and a number of students have noticed that this becomes a bigger problem during peak times, such as specific times during the day and more generally during exam time. In addition to lack of computer stations, students also feel that there needs to be more study space in the library.

**“There is no space in the IT/library, and means it's hard to find anywhere to study during exam season.”** Law Undergraduate, LAW, NSS 2016

**“During exam/busy periods, it has been difficult to get a seat in the library and there needs to be more group study space as there is only one small space for this or rooms that are continuously booked out. Computer facilities are poor, very slow computers.”** Mathematics Undergraduate, MTH, NSS 2016

**“There isn't enough space in the library, bad air and lack of books in the required reading.”** International Relations and Politics Undergraduate, PPL, NSS 2016

**“I feel there could be a larger number of computers in the library for use, or placed elsewhere.”** English Literature with Creative Writing Undergraduate, LDC, NSS 2016

**“Sometimes the library is just too full; ideally, it should have more seated spaces and more computers available. Students need to be made more aware of various IT places they can work in the university as this has not been clear and has only been discovered by word of mouth.”** Undergraduate, DEV, NSS 2016

It is important to keep in mind that students constantly rely on computers and learning spaces throughout the year and when they struggle to find adequate place to study, it can severely hinder their learning.

# 2

**“I have been without a laptop this term and have often struggled to find a free computer in the library.”** English Literature Undergraduate, LDC, NSS 2016

**“IT resources are difficult to use within the school and library, computers or rooms often being full or booked out. Not all students have access to their own laptops/iPads, particularly those financially strapped e.g., single parents or those with spouses on minimum wages who may have 1 family computer in the home environment. This can make studying/research at Uni very difficult if not**

**impossible at times. Maybe some type of laptop monthly ‘rental’ service could be offered by the Uni for the period of the degree to those with financial constraints?”** Occupational Therapy Undergraduate, HSC, NSS 2016

The SU is, however, aware of the library’s limits in terms of the building being listed and their consequential plans to introduce rolling stacks to certain floors to allow for more learning spaces. This said, we feel it is vital that the University invests in creating additional learning spaces both on a temporary and long term basis: with the increase of 500 students per year, extra space on one floor of the library is not going to be sufficient to cater to the needs of UEA’s growing population.

## Printing Costs

Many students feel the burden of printing costs, particularly those studying on courses with which have a lot of reading literature. When added alongside high tuition fees, cost of living, text book fees, and other university-related expenses, printing costs can be seen as another added expense which puts an additional unnecessary strain on students. In light of the fact that only some schools provide printing allowances, which technically they shouldn’t be doing anyway, it is understandable that students will feel frustrated about paying such high costs.

**“Although the rest of the library resources are more than adequate, printing costs are far too high.”** English Literature Undergraduate, LDC, NSS 2016

**“There could be changes made to the resources in the library such as printing costs.”** History Undergraduate, HIS, NSS 2016

**“Free printing should be available.”** History Undergraduate, HIS, NSS 2016

**“The course doesn’t come with a printing allowance yet other schools at UEA provide one.”** Law Undergraduate, LAW, NSS 2016

**“Removal of printing credits within our last year, has led to students not printing out all resources, as some students can’t afford to. It would be helpful if the university helped with this, even if it’s just helping us printing lecture notes.”** Pharmacy Integrated Masters, PHA, NSS 2016

As a result of this feedback, uea|su now has a printer available for students to use free of charge. It isn’t, however, usable for formal assignment hand-ins due to it being funded by advertising printed on the paper. We would strongly urge the University to consider the printing provisions for students; especially when large submissions must be turned in by hand. It is vital that this is a consistent approach across the institution and is not different on a school-by-school basis.

## Growing Student Population: stretch on resources

Many concerns about learning resources and facilities can be linked to the growing student population at UEA: and it is telling that students are picking up on this.

**“The growing number of students is putting a heavy strain on the amount of resources and**

**staff time available to each student. This has not affected the quality of my education, but has required complicated logistics and resulted in overworked staff.”** Undergraduate, LDC, NSS 2016

**“They could have made more study rooms available. Sometimes we couldn’t find places to do our stuff in.”** Business Finance and Economics Undergraduate, NBS, NSS 2016

**“Need bigger facilities as the department grows.”** Drama Undergraduate, LDC, NSS 2016

**“While when I first started at UEA I was very impressed with the facilities, as time has gone on here the population of the university has seemed to increase dramatically and the facilities on campus have not grown in order to be able to accommodate the increase in population. The library and gym are the two most obvious areas where the quality has dramatically decreased, with both places being constantly over-crowded and not conducive to a working environment.”** Undergraduate, DEV, NSS 2016

**“Demand for particular books in the library is very high & there are not always enough copies of particular medical/A&P/Allied health books in the library”** Occupational Therapy Undergraduate, HSC, NSS 2016

Whilst the University are expanding their student accommodation capacity on campus, the provision of teaching and study spaces is not being expanded at the same rate, resulting in room shortages, inadequate study spaces, and over-crowded lecture theatres. Students are clearly picking up on the fact that resources are stretched now, and are worried about the effect that a further increase in student numbers each year will have.

**“It’s hard to find space and computers in the library at busy times.”** Ecology Undergraduate, BIO, NSS 2016

**“The limited library resources have meant that I have ended up spending a lot of money on books. It would make sense to increase the number of copies of each book so that you don’t have every person fighting for the same book on the same week.”** English and American Literature Undergraduate, LDC, NSS 2016

**“Need more online materials and eBooks.”** History Undergraduate, HIS, NSS 2016

**“Study spaces in library could be quite limited. Also, not enough books or people checking out books that were in high demand for long periods.”** English Literature Undergraduate, LDC, NSS 2016

**“Throughout my degree, I have had issues with library search. Sometimes, books that the library does have do not immediately appear on the search and, other times, the search will produce results for articles but then I will log in to find the university does not have a subscription to that journal.”** History Undergraduate, HIS, NSS 2016

The growing student population has a negative impact on the provision of library resources and study spaces in particular, especially when the library resources do not adequately accommodate the number of students enrolled on modules. It is important that the library provides a sufficient number of e-resources for students and that modules are designed with ease of access to resources in mind. Not doing so can significantly increase the cost of living for students, which is already of great concern to many students.

## Issues with Joint Honours

A number of the undergraduate respondents to NSS 2016 highlighted that they were unhappy with the delivery of their Joint Honours degree in the Faculty of Arts and Humanities, particularly in AMA, PPL, and HIS. Much of this dissatisfaction was linked to inter-school communication and organization, in addition to general support for students on Joint Honours degrees.

**“The Joint Honours was badly structured.”** Undergraduate, PPL, NSS 2016

# 2

**“Limited options for courses to students on my Joint Honours course and often rejected for courses in the Literature Department.”**

Undergraduate, PPL, NSS 2016

**“The joint course didn’t connect well, would have helped to have more support from the English Department.”** Undergraduate, AMA, NSS 2016

**“As a Joint Honours student, I felt as if there was a lack of communication between the two departments I was studying in.”**

Undergraduate, HIS, NSS 2016

**“University took no effort to help Joint Honour students. Even things as simple as receiving emails from schools took weeks before anyone bothered to attempt to figure it out. Three years later, I still don’t receive all the information I’m supposed to receive.”**

Undergraduate, PPL, NSS 2016

**“There was never a huge amount of varied module choices that you could actually take. For example the list would look great however when it came to take them they were either not running or clashed. It was very difficult to find classes that didn’t clash, especially with a joint degree. The main problem I have had here is that despite loving my two chosen subjects (I couldn’t wish to have two better subjects) I would have only taken one because the integration between joint degrees is terrible. There was no communication so being enrolled in the school of one subject, but genuinely being a part of two schools equally. Meant I felt like I was only a part of one. We didn’t receive any emails or news about anything either course related or social, or when I wanted to know more I was told that was down to my advisor whether I got to get this information. This is absolutely crazy, I have paid to do a joint degree and deserve to receive equal attention and advice from both.”** Undergraduate, PPL, NSS 2016

The joint honours undergraduate student above highlight the lack of integration between schools, limited module choice across disciplines, and poor organisation and communication between their two schools of study had made them regret studying on a joint honours degree, and they instead wished that they had taken a single honours course. This student also highlighted that the delivery of their joint honours degree also limited their social opportunities and development, as they were not made aware of **“anything either course related or social”**. This may significantly disadvantage students on joint - or even triple - honours and affect the sense of community and cohesion across schools and disciplines at the University.

In the International Student Experience Report 2015/16 and in the Undergraduate Experience Report 2014, students once again expressed their concerns and dissatisfaction regarding the Joint and Triple Honours system. The resurgence of this problem in the data from NSS 2016 suggests that the University needs to invest more time and resources in improving the delivery of these degrees. The delivery of Joint and Triple Honours degrees should be much more consistent, in the interests of quality control, student satisfaction, and equality of learning experience.

## Suitability of Space

In order to test the hypothesis that **“whilst the number of unroomed teaching events have gone down, there is strong dissatisfaction with the quality/suitability of teaching spaces”**, SU Staff surveyed students 415 students at random between Monday 24th October and Friday 4th November 2016. Question: To what extent do you agree with the following statement: **“The rooms that I have been in so far this term have been suitable for the teaching being delivered, and any necessary equipment for teaching has worked”**

Definitely agree	18.34%
Mostly agree	50.12%
Neither agree nor disagree	8.8%
Mostly disagree	18.34%
Definitely disagree	4.40%

In NSS style that means there is 68.34% positive satisfaction with this area and almost 1 in 4 are actively dissatisfied. In NSS terms this is very low in comparison to other UEA aspects.

Key Themes arising from the survey included capacity of rooms being exceeded or unrealistic; widespread reports of equipment failure; suitability of rooms- spaces not suiting the teaching being delivered; repeated stories of lack of tables or tables too small to take notes on.

The findings build on a number of years' teaching peer observation reports which highlight equipment and room suitability as a key issue.

# recommendations for resources

**1.**

Student Staff Liaison Committees (SSLCs) should dedicate time to reviewing the provision of Joint and Triple Honours degrees and ensure that all students have access to the same relevant information regardless of which is their home school.

**2.**

Courses, particularly those highlighted in graph 5, should do further investigation into specific specialised equipment, facilities of rooms and circulate responses to relevant students. Training for staff on tech and room equipment should be available and encouraged.

**3.**

UEA should invest in a standardised and regulated amount of printing credit for each student at the start of each academic year, and ensure staff are promoting the free printers in Union House.

**4.**

UEA Estates should develop a system for students and staff to quickly and easily report issues with inappropriate teaching and learning spaces and satisfaction monitoring should be carried out amongst academics.

**5.**

UEA Estates should review all room capacities and ensure enough suitable seating matches those capacities and review all spaces marked for lectures to ensure suitability for that purpose.

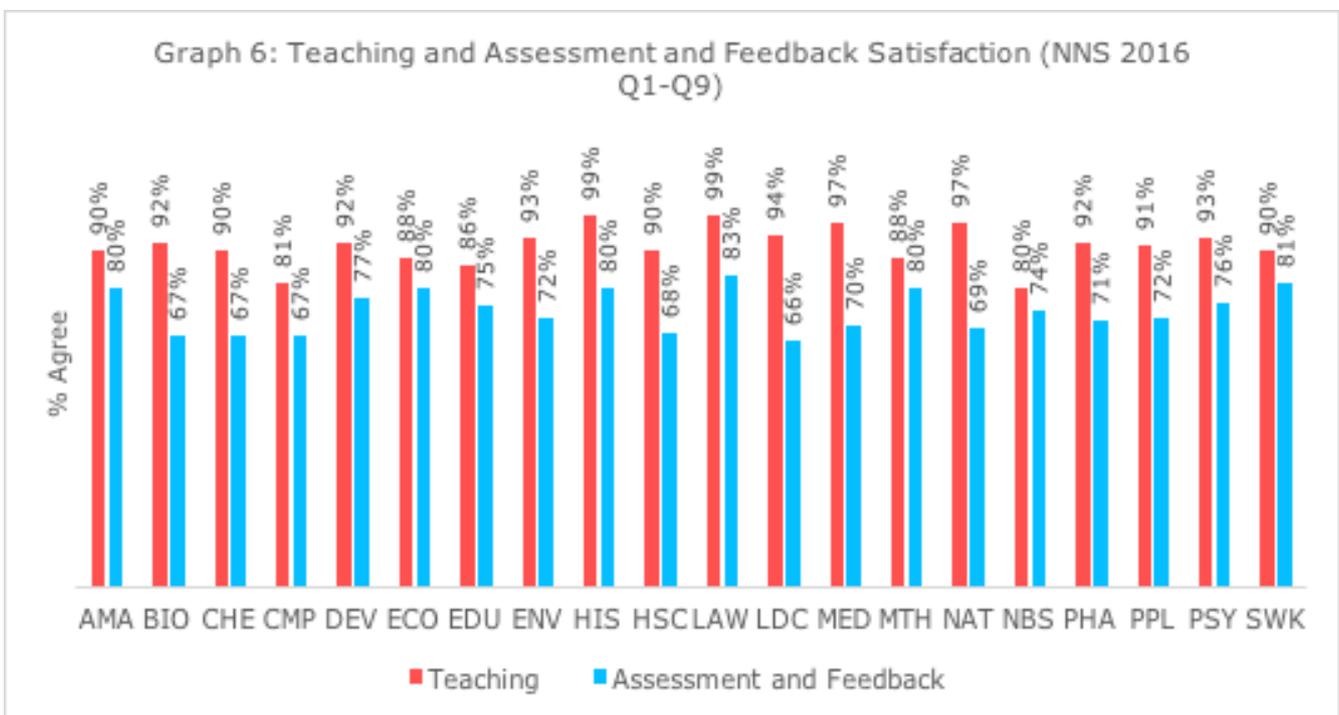
**6.**

In the context of changing student needs and a growing student population, the University should identify short, medium and long term needs in conjunction with students, quantify them and develop clear plans to meet expectations - with particular reference to identified "pinch points". A facilities and services plan should then be published which addresses pressure on facilities, services and space.

# 3

# teaching & assessment quality

It is vital that UEA recognises not only the low satisfaction for assessment and feedback, but the wider context of where students' satisfaction with other areas of their university experience. Teaching quality is vital, but the results above indicate that students are not getting the same provisions and quality in the marking of their work.



Feedback from the National Student Survey 2016 suggests that undergraduate students at the University are much more satisfied with teaching than they are with assessment and feedback, across all schools. The most significant differences lie in NAT and LDC schools, both with over a quarter of students less satisfied with assessment and feedback than they are with teaching quality.

## Teaching and Course Content

### The Positives

It is fantastic that so many students highlighted the excellent teaching and content on their course, over a range of schools across UEA.

**“All of the lecturers are really enthusiastic about their modules. Lecturers are always willing to help and explain things. The course material is varied and always topical.”** Law Undergraduate, LAW, NSS 2016

**“The final year shifted away from hardcore academia and allowed us to combine it with practical skills in a variety of practical situations that prepared us for life outside education. This meant that our degree became a lot more practically relevant rather than just achieving it so employers know you have achieved one.”** Management Undergraduate, NBS, NSS 2016

**“The course covers a wide range of pharmacy aspects and there’s a lot of role-play, which is very useful. Most staff members form a really good relationship with students, making the learning environment a lot less formal and engaging. The course has also focused on current research and changes to guidelines/legislation and explained how they kept up with the information, helping us in turn to learn about keeping up too.”** Pharmacy Integrated Masters, PHA, NSS 2016

**“The main lecturers and also the associate tutors in the Philosophy Department have, on the whole, been exceptionally supportive, enthusiastic, and helpful... Multiple associate tutors have run extra sessions in their spare time, without being paid, to give us extra teaching, going absolutely above and beyond. I also think it’s great that lecturers have been involved in the Undergraduate Philosophy Society, giving talks. I also think that the number and variety of modules available on the Philosophy course has been great.”** Philosophy Undergraduate, PPL, NSS 2016

**“The context of lectures is well structured and full of knowledge and detail. Lectures have made sessions when possible as interactive as possible. You can tell the lecturers have a real interest in the area they are teaching when presenting them, and are open for questions throughout, and given emails at the end for further questions.”** Adult Nursing Undergraduate, HSC, NSS 2016

**“There has been same outstanding teaching on my degree course. Tough subjects have been clearly and concisely explained.”** Biological Sciences Undergraduate, BIO, NSS 2016

The comments illustrate some of more than 100 of the positive comments teaching left by students; one of the key points being that these are across a range of schools and faculties.

Some of the key themes that emerged when students spoke positively about their teaching experience were:

- Staff enthusiasm
- Staff knowledge
- Lecture content and delivery
- Teaching of practical transferrable skills as well as theory

We can therefore translate these into being some of the key elements of teaching that are particularly important to students, and that UEA should continue to invest more time in achieving. Given these positive comments, it is understandable that on average students are 90% satisfied with the level of teaching on their course. Even when comparing schools, none have less than 80% rate of satisfaction.

## **The Negatives**

### **i) number of contact hours**

Since 2015 the university has decreased by 1% in quality of teaching and when looking more closely at the individual courses being taught some are doing much worse than others. While a significant number of the negative comments are very much course specific and should be addressed at that level a couple overarching themes emerge. First, is that students are concerned about the limited contact hours ie. hours spent in lecture or class with a teacher:

**“Too few contact hours”** English Literature with creative writing, NSS 2016

**“I would like more contact hours e.g., more lectures. Two per week, per module is not enough”** Law, NSS 2016

**“I only have three contact hours a week and it feels like it could more”** Politics, NSS 2016

# 3

**“I felt like third year did not have enough contact hours. For the 9000£ we are paying I would expect more than 6-9 hours a week.”** Eco, NSS 2016

**“The contact hours are very minimal for my course, especially when going into second and third year. I realise that there is a lot of reading involved in history, but I think that there should be more contact hours, especially now that tuition fees have gone up so much.”** His, NSS 2016

**“I am also disappointed about the lack of contact hours for the fees I am paying”** Politics, NSS 2016

**“Lack of contact hours.”** Ecology, NSS 2016

**“Few contact hours had 0 lectures or seminars for an entire semester.”** LDC, NSS 2016

**“Contact hours have be diabolical, 3rd year maximum of 3 hours a week on one day.”** Media Studies, NSS 2016

**“I do not feel it is value for money with the lack of contact hours”** ENV, NSS 2016

**“Very few contact hours per week.”** Psychology, NSS 2016

The comments above also highlight student dissatisfaction alongside high tuition fees. Students feel that because they are paying so much for their education, they should be granted more teaching hours. Given that over successive years students' feel income has been spent on increased SSR at the expense of professional services investment, there is a real question over whether the increase in the SSR resulted in an increase in contact hours.

## ii) Management studies students

Students studying Management are significantly less satisfied with the level of teaching on their programme than students from other courses. With only 69% student satisfaction compared with the university's 90% this is a concerning finding. Management is not the only course that did very badly, Health Studies had an even lower satisfaction rate of 56% however no qualitative data is available to assess the cause of such low satisfaction. Students are finding that their classes are not challenging enough and therefore, intellectually they do not feel they are being pushed:

**“Severe lack of useful content in all modules. Much of it is common sense. I do not expect to be given a lecture on what a sole trader vs. a partnership in my third year of university. I learnt this in secondary school, when I was 14.”** Management, NSS 2016

**“course was not challenging enough. Thought my A-Level studies were significantly more challenging then this course. The lecturers were not confident speakers. They did not seem interested in the teaching of the course.”** Management, NSS 2016

**“Has sometimes not been intellectually stimulating. Some repetition of work over the years.”** Management, NSS 2016

As one student states, part of the issue may be the delivery of classes, which means that some teaching content is better conveyed to students through other teaching styles:

**“Some of the modules are pointless and I do not think they should be taught in an academic way, they are more practical.”** Management, NSS 2016

In fact, problems in regards to teaching delivery is a point made by a number of students outside the Management course. These students noted that in many instances teachers rely too heavily on the use of power point slides:

**“There was quite a lot of PowerPoint presentations and after 9 hours of lectures, all using PowerPoint, it gets a bit draining.”**

## **“Death by PowerPoint in Year 1. More interactive lectures please.”**

More generally speaking, a number of students also noted that many lecturers lacked teaching ability:

**“A minority of lecturers do not put enough effort into creating clear, coherent, organised lectures (even though these same lecturers can be engaging and approachable). In these cases, it is harder to get to grips with the subject and it can be difficult to know what will then be expected in the exams.”** Ecology

**“A lot of the lecturers are very intelligent but not are very good at teaching or directing”**  
Drama, NSS 2016

**“There are some new lecturers who need to have the required teaching for the module and not be allowed to teach if they don’t have a certain amount of experience within teaching”** Economics, NSS 2016

**“There is very small minority of staff who students really struggle to be taught by. They’re obviously very clever people but not good teachers”**

**“Some lecturers have a tendency to ramble, etc. Not always great ‘teaching’ skills.”** English Literature and drama, NSS 2016

**“Many staff were new in the school and some even had no teaching experiences whatsoever! In one of my modules, it was taught by one staff who had no teaching experiences before, and he/she did not instruct assignment clearly, and he/she was the only one teaching the module. Full of frustration for us students! If someone who doesn’t have teaching experiences before, he/she should at least be teaching the module with another staff who’s more experienced!”** Marketing and Management, NSS 2016

Many students they identified an important distinction between teaching on the one hand and knowledge of lecture material on the other. Even though many lecturers were clearly very knowledgeable about the subject matter, they were unable to convey the material in a way that students could learn properly. When students are unable to understand lecture material properly, this has very clear negative implications on their learning. As one student above mentioned, it becomes difficult to know what to expect for the class exams.

## **Why is my Curriculum White?**

The National Union of Students (NUS) launched their ‘Why Is My Curriculum White?’ campaign in 2015<sup>5</sup>. It aims to challenge the dominance of Eurocentricism and whiteness in university curriculums, particularly within Arts and Humanities programmes, and promote more inclusive and diverse curriculums in higher education more broadly. Across the country, NUS Black Students Campaign and a large number of Students’ Unions, uea|su included, have launched the campaign on their own campuses.

One student in PPL highlighted that the University need to incorporate the National Students ‘Why is my Curriculum White?’ Campaign into the development of its curriculum:

**“They need to incorporate the NUS ‘why’s my curriculum white?’ campaign to diversify curriculum, especially in Politics.”** Politics Undergraduate, PPL, NSS 2016

It is all too easy for the same texts and theorists to be studied each year without in-depth review, as highlighted by The Runnymede Trust’s 2015 report<sup>6</sup>. Taking forward the recommendations of the Why is my Curriculum White campaign would be a positive step for UEA to provide students with a more diverse curriculum and to commit to improving the representation of BME students, as well as international students, within the materials they are studying.

**“The modules available on the course are not very diverse in terms of race, culture and ethnicity. The reading lists are predominately white male or female, but**

<sup>5</sup>See <http://www.nus.org.uk/en/news/why-is-my-curriculum-white/>

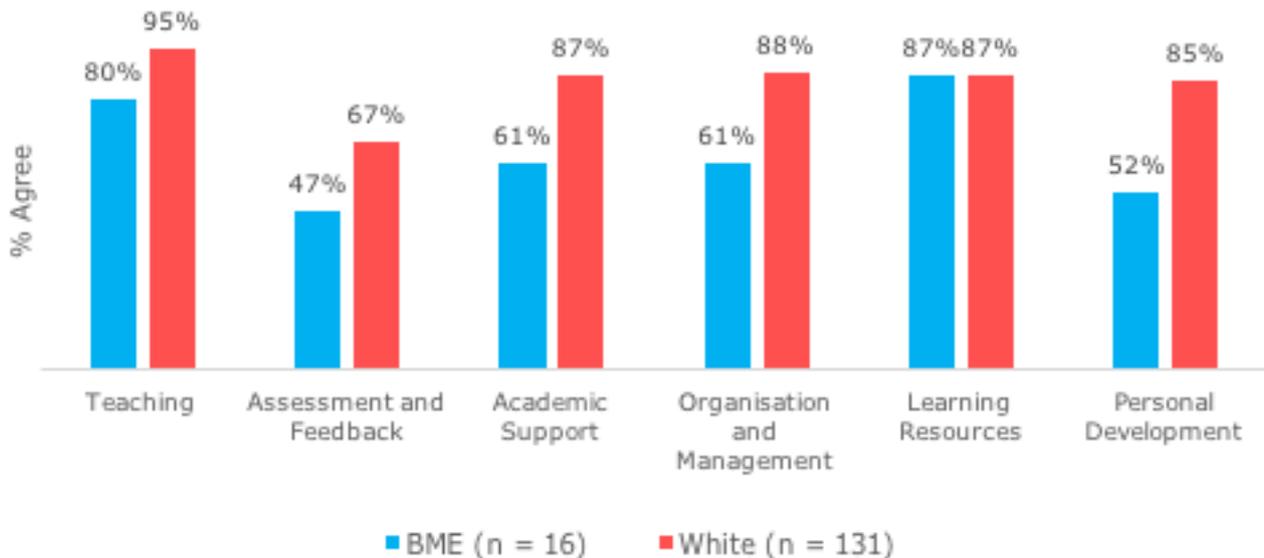
<sup>6</sup>See Runnymede Thinktank’s “Aiming Higher: Race, Inequality and Diversity in the Academy” <http://www.runnymedetrust.org/uploads/Aiming%20Higher.pdf>

# 3

**mostly white which is really upsetting. Some modules make a clear effort to be inclusive but many do not at all.”** English and American Literature Undergraduate, LDC, NSS 2016

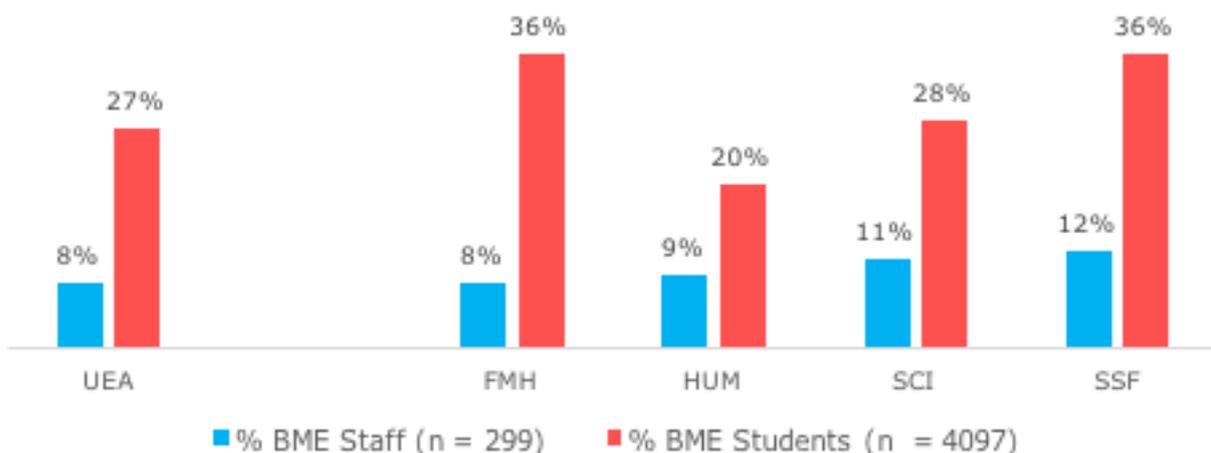
This issue was also raised by an undergraduate student studying English and American Literature in LDC. This student felt that the modules on their course were not very diverse in terms of race, culture and ethnicity. This student highlighted that this was “very upsetting” for them, and that they would like to see more of their modules making a marked commitment to inclusivity and diversity.

Graph 7: Student Satisfaction in LDC by Ethnicity (NSS 2016)



In LDC more broadly, the results of the NSS 2016 point to a significant divide in the satisfaction of white and BME students across all areas of the NSS besides “Learning Resources” (Q16-18)<sup>7</sup>. This satisfaction divide was particularly prevalent in relation to “Academic Support” (Q10-12), where 61 per cent of BME students in LDC agreed that they were satisfied with support compared to 87 per cent of white students, and “Personal Development” (Q19-21), where only 52 per cent of BME students in LDC agreed that they were satisfied with their personal development compared to 85 per cent of white students, which has particularly worrisome implications in regards to equality and diversity.

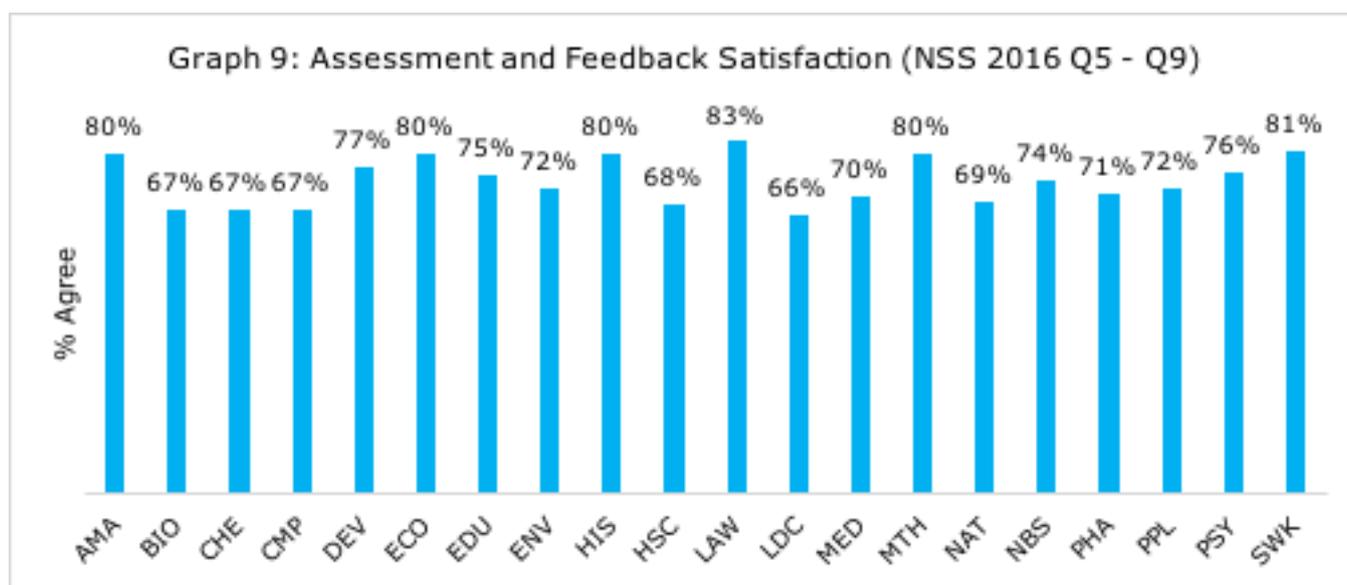
Graph 8: % of BME Staff and Students at UEA in 2016 (UEA Equality Data Annual Report/s 2016)



Moreover, BME representation at both student and staff level also needs to be improved, in addition to BME representation with the curriculum itself. Improving the representation of BME students is particularly important within Faculty of Arts and Humanities, which falls significantly behind the other faculties at the university. This is something that the university should keep in mind during the recruitment process<sup>8</sup>

## Assessment and Feedback

This area is one which UEA notoriously struggles to achieve consistent and positive satisfaction levels with. Levels of satisfaction have fluctuated over the last few years, as well as being hugely different between UEA's different schools (as highlighted in graph 9 below).



## Group Assessments

One theme which arose throughout the National Student Survey comments was students' dissatisfaction with group assessments. Students across different schools in UEA highlighted a range of issues, indicating that issues with group work should be approached case-by-case. There are several themes which are particularly prominent in students' negativity towards group work.

Firstly is the fact that many students worry that group work can be unfairly detrimental to their overall mark:

**“More often than not during my time at UEA my group projects were collectively marked rather than individually, despite the contribution of others (despite the rest of the group’s best efforts to stimulate, I might add) ultimately limiting the overall mark at a certain threshold. Should this impact on the overall classification of my degree come July I will be most disappointed as I feel there is literally nothing more I could do.”** Economics Undergraduate, ECO, NSS 2016

**“Pieces of coursework, which were completed in groups in first year were fine, as the result did not count towards my degree. However, I didn’t enjoy group work in the other years, as it meant my degree mark was being affected by the work of others.”** ENV undergraduate, NSS 2016

**“Group work has sometimes been mixed and making these pieces of coursework count towards our final mark I believe is unfair, as some individuals may not contribute at all or their contribution is limited.”** BIO Undergraduate, NSS 2016

<sup>7</sup>While these figures are based on the responses from 16 BME LDC students, compared to 131 white LDC students, the NSS response rate for BME LDC students, at 69 per cent, was higher than that of the White LDC students, at 67 per cent. From this, we can assume that the responses of BME LDC students are slightly more representative than those of White LDC students.

# 3

Some comments simply indicate that students feel group work is flawed and doesn't always encourage the testing of practical, transferrable skills.

Many see it as a burden and feel unsupported by staff because of the assumption that group peers will be able to support each other through it.

**“There is way too much focus on group work in the later years. I feel that this is used to pull weaker candidates through and isn't a fair reflection of the effort put in by some students.”** Pharmacy Undergraduate, PHA, NSS 2016

**“In the Infection and Immunity module, one piece of coursework is a group poster. The problem is the group size is too large (7 people), making it hard to organise group meetings... people feel they cannot chip in as there are 6 people to pick up the slack. Plus, as each person only chips in 1/7 of the info on the poster, I don't feel much is learnt during this piece of coursework.”** BIO undergraduate, NSS 2016

**“Although I understand the merit of group work, and the occupational and personal skills it helps develop, I believe there is a need to recognise individual contributions within the group, as there would be in the workplace.”** ECO Undergraduate, NSS 2016

One key point to take from all the above comments is that students generally do understand why it is necessary to undertake group assessments, and can see the potential merits. However, it seems that it is staff implementation of and support throughout group assessments that is adding to the dissatisfaction levels of students. It is dangerous to assume that students do not require staff support when planning and conducting group work; this is something UEA should consider in its assessment and feedback strategies

## Usefulness of Feedback

Feedback on assessments is crucial to students' development. It enables students to see the positive aspects of their work as well as the areas of improvement to be taken forward. It is thus absolutely vital that feedback received is useful; something which is not the case across UEA at the moment.

There are two aspects of the usefulness of feedback that students have made particular reference too. Firstly is the timeliness of feedback, and it's link to the extent to which students can use feedback to better their next assignments:

**“Feedback on work was not given at organised times, so I was unable to implement it into the next piece of work.”** Psychology Undergraduate, PSY, NSS 2016

**“Sometimes when I have submitted essays and have wanted feedback, there is no easy way to get it. It would be preferable if when you looked at your mark on the Internet, there were a link to some comments and feedback to explain why that mark was awarded”** Economics Undergraduate, ECO, NSS 2016

**“Work generally took quite a long time to be marked and returned. This was problematic, as sometimes the next essay would have to be handed in before we had the last ones back, when the comments and feedback on the previous essay could have helped in the writing of the next one.”** English Literature Undergraduate, LDC, NSS 2016

These comments imply that students are not always concerned about whether they receive feedback in the twenty days (as per UEA policy), but that they are disappointed and frustrated when it is not returned in time to be used on the next assignment.

There is also an emerging theme about a lack of consistency of feedback quality, which makes it difficult for students to keep up consistency in their writing style, content and, as such, grades.

**“Sometimes the feedback is not very detailed and can be very critical instead of suggesting how it could be improved”.** Physical Education Undergraduate, EDU, NSS 2016

**“The feedback we get is very patchy and I do not feel that the guidance I have received about coursework this year has been helpful. A lot of students spend a lot of time being confused about what is expected. The level of feedback given to students is highly dependent on the member of staff so it is not always equal for all students.”** Pharmacy Undergraduate, PHA, NSS 2016

**“The third year lecturers seemed to be particularly critical of our work and have provided little feedback. What I did not find helpful throughout the course was the contradictory comments made by staff and between staff... The feedback of our assessments I find is limiting and provides no evidence for how we can improve our skills in future academic pieces”** Education BA Undergraduate, EDU, NSS 2016

**“... feedback ought to be constructive criticism so tutors who write things like ‘Just no!’ or cross things out without explanation are both hindering my confidence and not helping me to improve.”** English Literature with Creative Writing Undergraduate, LDC, NSS 2016

**“Marking criteria and feedback is also variable and can appear subjective, depending on which tutor you get. Staff are not always approachable for essay/academic advice.”** Occupational Therapy Undergraduate, HSC, NSS 2016

Some students also communicated a lack of cohesion between formative and summative work, either through formative feedback being very unhelpful, or through formative work not completely linking into the summative:

**“... very limited amount of formative and summative work being assigned over the duration of the course. More formative work would have allowed for more feedback on my progression in the topic”.** PPL Undergraduate, NSS 2016

Having formatives as a trial run of my coursework really helps me to improve the final piece but all my tutors have stopped doing formatives in my final year. I’m not sure whether this is official policy in English Literature but friends in other subjects still get the advantage of handing over formatives and essay plans before their proper coursework piece.” English Literature with Creative Writing Undergraduate, LDC, NSS 2016

**“There have been times when I felt the feedback on summatives have been very basic. I usually find that if I try to improve I usually want the feedback to allow me to do that but at times, I have had no idea what specific areas I need to improve on, as the overview of the summative has been very general.”** PPL Undergraduate, NSS 2016

UEA needs to ensure that feedback quality, timeliness and appropriateness is consistent both across all schools of study and across all staff within those schools. The comments above indicate that a student can experience hugely different levels of quality within their own course. However the comments being from such a vast range of schools and faculties indicates that this is a University-wide issue that needs addressing institutionally as well as on a course-by-course basis

# 3

## recommendations for teaching & assessment quality

**1.**

The University should identify specific work to promote diversity and inclusivity in teaching curriculums in higher education.

**2.**

While the University is already an Equality Challenge Unit (ECU) member, it is not a member of ECU's Race Equality Charter. We recommend that the University make full use of ECU's consultancy service, and aim to become an ECU Race Equality Charter member within the next two years, and an ECU Race Equality Charter award holder within the next five years. This should align with the University's commitment to Athena SWAN and Equality and Diversity more broadly.

**3.**

UEA should carry out research on the satisfaction levels of international BME students and home BME students, in order to investigate why the achievement gap is such a stark issue.

**4.**

UEA should work to implement and monitor take up of standardized online marking to ensure that feedback on assessment is of consistent quality and easily accessed by students.

**5.**

UEA should follow up on investing in student course reviewers.

**6.**

All schools should be required to have a teaching practice development strategy, working in conjunction with UEA's teaching awards and uea|su's Transforming Teaching Awards

**7.**

Whilst the timeliness of assessment and feedback has improved, there is no discernible work going on to systematically identify improvements that could be made to quality of assessment and feedback and perceptions of assessment fairness. Utilising the NUS Assessment and Feedback benchmarking tool, work should be developed school by school to ensure that this is done.

# 4

# student welfare, support & community

## Academic Support

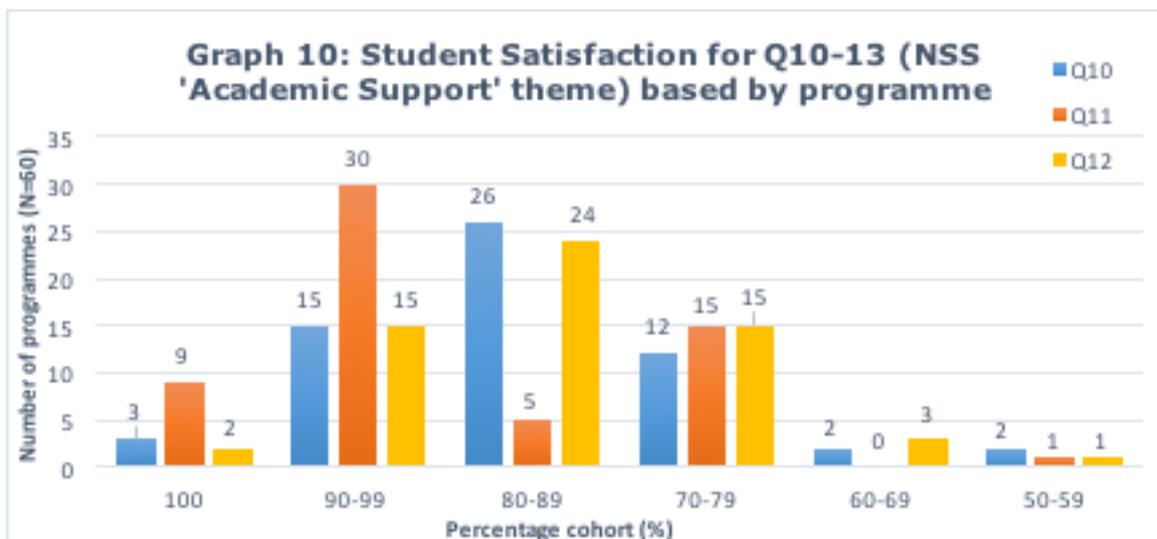
Attending a university which has a supportive environment is conducive to better learning and makes a student feel that the university is invested in their future. With proper support, students are better able to achieve their academic and personal life goals and aspirations which can have a knock-on effect on their overall wellbeing. Student satisfaction for 'academic support' remains relatively stable compared to last year, seeing only a 1% drop from 87 % to 86%. Still, since 2013, the university has seen a total decline of 3% after considerable improvement in the years preceding. As a result of this consistent decline, for the very first time since the introduction of the survey, the university is no longer within the top sixth of institutions. The data shows that out of 20 schools, only 6 saw an improvement from the previous year (DEV, ECO, EDU, LAW, MED, and SWK), and the rest (with the exception of AMA which stayed the same), seeing a decrease.

Upon taking a closer look at the individual questions asked in this theme, the data tells us that there are discrepancies between the satisfaction of the questions suggesting that students are concerned with specific aspects of 'academic support'. The questions asked in this theme are:

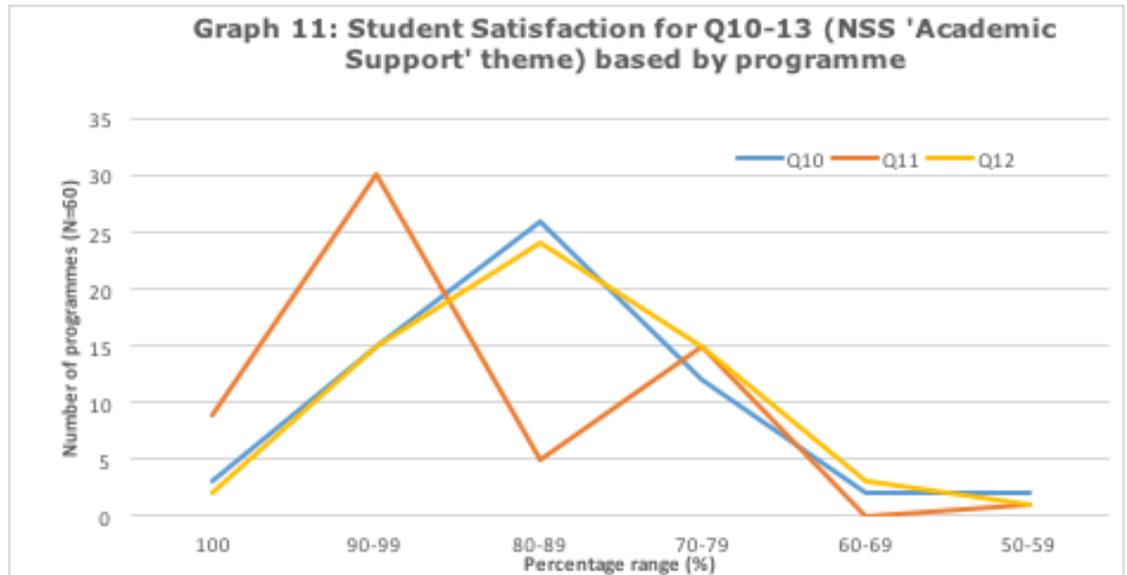
Q10. I have received sufficient advice and support with my studies.

Q11. I have been able to contact staff when I needed to.

Q12. Good advice was available when I needed to make study choices.



# 4



Both graphs show the distribution of satisfaction by programme for each question within the NSS 'Academic Support' theme, where the total number of programmes is 60. Students across the university show a much higher satisfaction rate for Q11 in comparison to Q10 and Q12. From the data, the following findings include:

- For Q11, the majority of programmes fall within the 90-99% range, including having over double the number of programmes giving a perfect score of 100% in comparison to the other questions.
- Both Q10 and Q12 show very similar distributions, where their 'peak' response rates fall within the 80-89% range, and where they also have much higher responses falling in the 69-60% and 59-50% ranges.
- Q11 has a surprisingly low number of programmes responding within 80-89% but a much higher number responding within the 70-79% which is not expected, given that they have a much higher number of programmes responding in the higher percentage ranges.  
NB: Reason for such anomaly could mean that inconsistencies lie between programmes and therefore further research and analysis of possible solutions to address programme-specific concerns is needed.
- Overall, it is clear that Q11 fares much better than the other questions, suggesting that while students are generally able to get in contact with staff when they need to, they still do not receive sufficient advice and support with their studies and when they want good advice to make study choices it is not always available to them.

## Academic Advisers

**“My academic support during my course has been brilliant. I have been able to contact my tutor when necessary and have received helpful advice on projects ideas, placement questions and personal issues. My placement areas and mentors have been well aware of my arrival, the learning outcomes I need to meet and have communicated rotas in a timely manner. All mentors and other members of staff have been accommodating of students.”** Midwifery Undergraduate, HSC, NSS 2016

The role of an advisor is to provide ongoing holistic support to students. As a member of the student's school, an advisor is responsible for meeting with the student a minimum of three times throughout each academic year. While advisors do not account for all of the academic support provided by the university, they certainly form an important part of it.

A number of students found that a change in personal advisors during their degree negatively impacts on the students' ability to receive consistent levels of support:

**“My advisor changed halfway through my final year at university which was unexpected and unannounced. The advisor, which replaced my old one was very negative and did not help when I needed support. I was disappointed with the lack of communication I received in connection to this matter”** AMA, NSS 2016

**“There is a lack of continuity of personal advisor/support over the three years.”** Psychology, NSS 2016

Both quotes provided above begin to address the underlying problem, which is the lack of consistent levels of support provided by advisors. The qualitative data confirms that students are either having very good or very bad academic advisor experiences. Furthermore, this finding extends to students enrolled in the same programme which provides stronger evidence that the problem lies with advisor inconsistency rather than programme-specific issues.

This problem of inconsistency is a concern that even students have raised:

**“Academic advice is not equal between all of the different advisors so some people get more comprehensive advice than others.”** Midwifery, NSS 2016

**“Academic advisors are different and every student gets a different advisor. Therefore give different amounts of support.”** Adult Nursing, Sept intake, NSS 2016

The comments of the two students overleaf explain the problems he/she has had with their advisors. These excerpts bring home a strong message about the damaging impact that inconsistent support can have, especially on a student's confidence and overall wellbeing:

**“Some academics are not suited to the role of personal advisor, to supporting students and I personally experienced this first hand. I really struggled last year with something that meant I had to travel in between Norwich and where my family were a lot. This impacted my studies so I informed all three of my seminar leaders and my personal advisor. My personal advisor however, sent me a reply with one line telling me to keep my chin up. This was not supportive or constructive and there was no inquiry into my well-being. Not wishing to sound self-centred, but that is the role of a personal advisor and they essentially did not do their job. I had seen my personal advisor termly as is recommended and often had to remind them of who I was in each meeting. They did not offer a personal relationship or a support network during my time at university but I am thankful to my seminar leaders who did. I have other instances with my personal advisor where negative comments about my career choice were made and snappy emails were sent (during first year, in my first term, over coursework I needed to collect that had been sent to them because I didn't know where to collect it from. Being brand new to the university)! And this has led me to feel that not all academics should be personal advisors.”** English Literature Undergraduate, LDC, NSS, 2016

**“My advisor has been very poor. When I explain my plans for after uni he/she never listens to my side of the story and always talked to me like I'm making a mistake. He/She just can't get over my decision to not pursue science after uni. In addition, he/she is my supervisor and I could not have been more unlucky. This has destroyed my self-confidence.”** Undergraduate, CHE, NSS 2016

The above excerpts also show that students depend on and value the support given by their advisors and when this support cannot be delivered in a meaningful way students feel isolated, as is conveyed in the excerpt below:

**“I would like more one-on-one time with adviser. I know they are busy, but I do not have family support to be at uni and would be nice to feel someone is rooting for me.”** Undergraduate, ENV, NSS 2016

# 4

Finally, students also experience difficulties trying to get in contact with their advisors, or receive a timely response:

**“The main negative would be contact with advisors. They very rarely get back to you on time and when they do it is quite late. This has especially been a problem when trying to work through my dissertation and having questions that are so late in being answered.”**  
Adult Nursing Undergraduate, HSC, NSS 2016

**“I asked an advisor for a reference 2 weeks ago and he/she still hasn’t given me one”**  
Psychology Undergraduate, PSY, NSS 2016

**“I have been unable to get in contact with some advisors when requiring help or have questions regarding my work.”** Physiotherapy Undergraduate, HSC, NSS 2016

Generally we take the view that the prioritization of PREVENT training for academic advisors over mental health indicates a poor judgement of priorities.

## Lighting Up Our Campuses

In October 2015, we launched the Light Up Campus Survey to discover where on campus feel most unsafe, and to determine ways of making these places for our students. The survey received 380 responses from a range of students across the student population at UEA. Many students, particularly women and LGBT+ students, told us about experiences where they had felt vulnerable, threatened, harassed, at risk, and ultimately unsafe.

**“Walking around campus late at night when it’s dark and empty is very frightening, especially if you’re not on a main walkway”**

**“the bike path towards sportspark from the blackdale buildings /bluebell rd is beyond dark in winter. it is scary and only one or two lights brighten the whole stretch. as a walker and not a biker i always feel unsafe here.”**

**“please address the walkway from the Upper to the Lower University Village. It is incredibly poorly lit, narrow, and deserted - which makes for a scary combination when you’re walking back late at night and a shadowy figure appears on the path from the riverside”**

From this, we produced our internal Light Up Campus Report, which made six recommendations to be considered by uea|su, UEA Estates, UEA Security, Norwich City Councils, and First Bus in order to improve student safety on campus and its surrounding areas and on the public transport servicing campus. We have already started to implement the recommendations from this report, renewing our Never OK, Good Night Out, and Safer Taxi Scheme, for example. We have also scheduled Never OK training with representatives from First Bus, who intend to extend the provision of this training to First Bus drivers on the 25 and 26 routes.

However, despite this progress, with the very recent publication of the Universities UK Changing the Culture report, which examines violence against women, harassment and hate crime affecting university students, it is increasingly important than we continue to work in collaboration with the University to prioritise and improve the safety of everyone on our campus.

## HSC Community and Integration

The 2014 Undergraduate Experience Report, the National Student Survey and The Big Conversation Report 2015 identified a number of weak spots in the School of Health Sciences. While the School are very committed to improving the experiences of their students, integrating the findings of The Big Conversation into their action plan for 2016/17 and working closely with uea|su’s Representation and Opportunities Coordinator (HSC) to strengthen the student representation systems with the School and create accessible

opportunities from within uea|su for HSC students, data from NSS 2016 suggests that there are some outstanding issues in HSC concerning community and integration with the wider student population. Anecdotal evidence from NSS 2016 suggests that this primarily affects Nursing students in particular.

**“As a Nursing student, you feel very segregated from other healthcare professions being at the Edith Cavell Building and not being on campus often. There needs to be more healthcare integration.”** Adult Nursing Undergraduate, HSC, NSS 2016

**“As our nursing building is not on main campus, I and my colleagues often feel isolated and excluded from the university, for example, we do not benefit from some of the services they offer.”** Adult Nursing Undergraduate, HSC, NSS 2016

For example, the Adult Nursing students above said that they had often felt generally isolated and excluded from both other healthcare students and from the wider university population while studying at the university. Both of the students above felt that this was largely due to the distance between the Edith Cavell Building and the campus, which is around one mile. One of the students above also highlighted that, as a result of this geographic distance, they are also distanced from the services and support offered on the main campus. This can have a significant impact on Nursing students' experience.

**“There is a sense of being separated from the uni, and forgotten about. Particularly the separation between doctors and nurses with doctors having an ‘exclusive building’ and exclusive socials and Freshers, establishes hierarchy from the beginning and a level of resentment that makes future working difficult.”** Adult Nursing Undergraduate, HSC, NSS 2016

This lack of integration can also potentially have an impact on the foundation of the working relations between nurses and doctors. The student above highlighted how they felt that the seemingly differential treatment of HSC and MED students, for instance, through the allocation of buildings and the provision of exclusive social events, can create a sense of hierarchy and make Nursing students feel under-valued.

This student anticipated that this hierarchical relationship will compromise the working relations between nurses and doctors in later life. It is therefore extremely important to resolve this sense of differential treatment, as it not only impacts the student experience in the immediate future, but also the experiences of students when they qualify and enter their profession beyond UEA.

**“It’s just very stressful and when you’re on your placement, you feel alone.”** Operating Department Practice Diploma, HSC, NSS 2016

One student on the Operating Department Practice Diploma programme at the university highlighted that the lack of a sense of community in HSC also extends to placements. They highlighted how they struggled with feelings of loneliness and isolation on their placements. Feelings of loneliness and isolation can significantly impact a student's welfare and it is important that any measures put in place to improve the sense of community within HSC also extends to placements.

## Cost of Living

The amount of money that students are having to spend, both including and often on top of their University fees, is something that is coming through hugely in most recent conversations with students. The increase in fees, of course, is a concern to students, however many indicate dissatisfaction not with the amount of money going to fees but the fact that they do not feel they are getting value for this money:

**“Spending £9000 a year on the course and this still doesn’t cover costs of texts we need to read.”** English Literature with Creative Writing Undergraduate, LDC, NSS 2016

# 4

**“I feel the resources for a history student are lacking. I feel for the same price as say a science student, we get short-changed in terms of what is available for us”** HIS student, NSS 2016

Some students’ comments about money revolve around costs that occur on top of their fees which mean that they spend significantly more than they feel they should:

**“The expenses. Campus and shop and the food. Not very good towards the students, very middle-class and rich people.”** International Relations and Modern History Undergraduate, PPL, NSS 2016

**“To have it made clear at the start of the course that the Biomedicine degree is not accredited by the IBMs and that further study (and cost) would be required to work as a biomedical scientist.”** BIO student, NSS 2016

**“I have had recent placement away from uni and had to pay £1500 upfront for living costs. I will get them repaid. And initially a lot people can’t afford it upfront without parental support.”**HSC Student, NSS 2016

In the 2016 uea|su union survey, money was the second highest concern of UEA students after academic achievement, with 65% of students saying they were either ‘very concerned’ or ‘quite concerned’ with money and finances. UEA should be doing more to ensure that there are fair and tangible financial support avenues available for all students, particularly those which incur high extra costs (such as HSC students on placement).

The government’s plan to scrap maintenance grants adds further pressure to this: it is important to establish contextual relevance of this aspect of student experience, welfare and equality of opportunity.

## International Students and plagiarism

Despite making up approximately 20% of the total UEA student population students classed as international by fee status make up 52% of detected plagiarism cases (2014/15 statistics). Whilst the total number of detected plagiarism cases at UEA is relatively small the large number of international students who have cases brought against them would suggest they are disadvantaged compared to Home/EU funded students.

A number of international students will join UEA as undergraduate students from very different academic traditions which account for and recognise the work of others in a very different way to the UK system. This can lead to students moving from another academic tradition being disadvantaged when compared to home/EU students.

Additional information on the school of students who have cases of plagiarism brought against them also give an indication that there is a varied level of support for students.

Despite having the largest number of international students in the school Norwich Business School has a relatively low number of cases of plagiarism or collusion brought against students with only 11 cases for 817 international students. If we assume each case is brought against a different student approximately 2% of international NBS students have had a case of plagiarism brought against them. This compares very favourably with other schools such as AMA (16 cases against international students against total school international population of 174 or 9%), CMP (15 cases against international students against a total school international population of 141 or 11%) and LAW (17 cases against international students against a total school international population of 149 or 9%) ECO, another area of the University with a larger than average international student population (423), had only 8 cases brought against international students.

<b>School</b>	<b>Total Number of Cases</b>	<b>Total Number of Int Students</b>	<b>Total Number of Int Cases</b>	<b>% of Int Students</b>
AMA	20	174	16	9%
HIS	1	0	0	-
LDC	4	56	3	5%
PPL	8	311	6	2%
IIH	0	0	0	-
HSC	14	24	0	-
MED	5	91	0	-
BIO	10	78	3	4%
CHE	2	33	0	-
CMP	26	141	15	11%
ENV	8	94	1	1%
MTH	6	37	0	-
PHA	8	124	3	2%
DEV	1	146	1	1%
ECO	10	423	8	2%
EDU	0	52	0	-
LAW	17	149	14	9%
NBS	14	817	11	2%
SWK	1	0	0	-
PSY	0	27	0	-
<b>Total</b>	<b>164</b>	<b>2477</b>	<b>81</b>	<b>Avr: 3%</b>

These statistics could point to a number of different factors. It could be the case that international students studying in areas of the university where there is a higher percentage of international students are better supported. It could equally suggest that students in this area have cases of plagiarism detected less often or that courses in those areas with high numbers of international students are designing courses and assessments in such a way that opportunities for plagiarism are limited.

Information collected from schools across UEA shows varied practise in terms of delivering support for students in plagiarism and referencing. All schools who responded stated that they spoke about plagiarism and referencing skills to students during the induction period however beyond this point practise in schools varied. A number of schools reported that they did not specifically set out a plan to target more “at risk” students such as international students and the majority of respondents suggested that they pointed to online resources and handbooks as a key part of continued referencing and plagiarism avoidance support.

Whilst there are centrally available online resources to students these are text heavy and require both the student to actively seek them out and have a basic understanding of what referencing and plagiarism are.

As a Students’ Union we are concerned that international students appear to be inherently disadvantaged at UEA in terms of avoiding plagiarism cases being brought against them. With this in mind we would be keen to see UEA implement a system of support for international students across UEA which ensures there is adequate provision rather than it being varied from school to school. We believe that academic staff members should be properly trained so that they are able to communicate with students from different cultures and backgrounds to help support those students to avoid plagiarism.

# 4

## recommendations for student welfare, support & community

**1.**

UEA should fulfil its pledge to develop a mental health plan, outlining specific support services for UEA students.

**2.**

UEA and uea|su should lead on a community-based student safety project, taking into account the recommendations of the Light Up Campus report.

**3.**

UEA should acknowledge the crisis of student cost of living by

**i.** Establishing a previously promised student financial support group and widening its terms of reference Student Cost of Living group

**ii.** Following up on the recommendations of uea|su's 'Real Cost of Study' report to look at wider average costs of participation rather than mere "charges"

**iii.** Conduct an investigation on different types of students with different financial circumstances, providing information as to their avenues for support and their ability to participate.

UEA should work with the SU to ensure that off-campus accommodation is sustainable and appropriate, in terms of quality and price and availability.

**4.**

UEA and uea|su should work together on tackling sexual assault on campus, following the guidance of the 'Light up Campus' report and the recent publication of the UUK taskforce document.

**5.**

UEA should review its system for training academic advisors and ensure that none can begin to practice as advisors until they have had correct, up-to-date training.

**6.**

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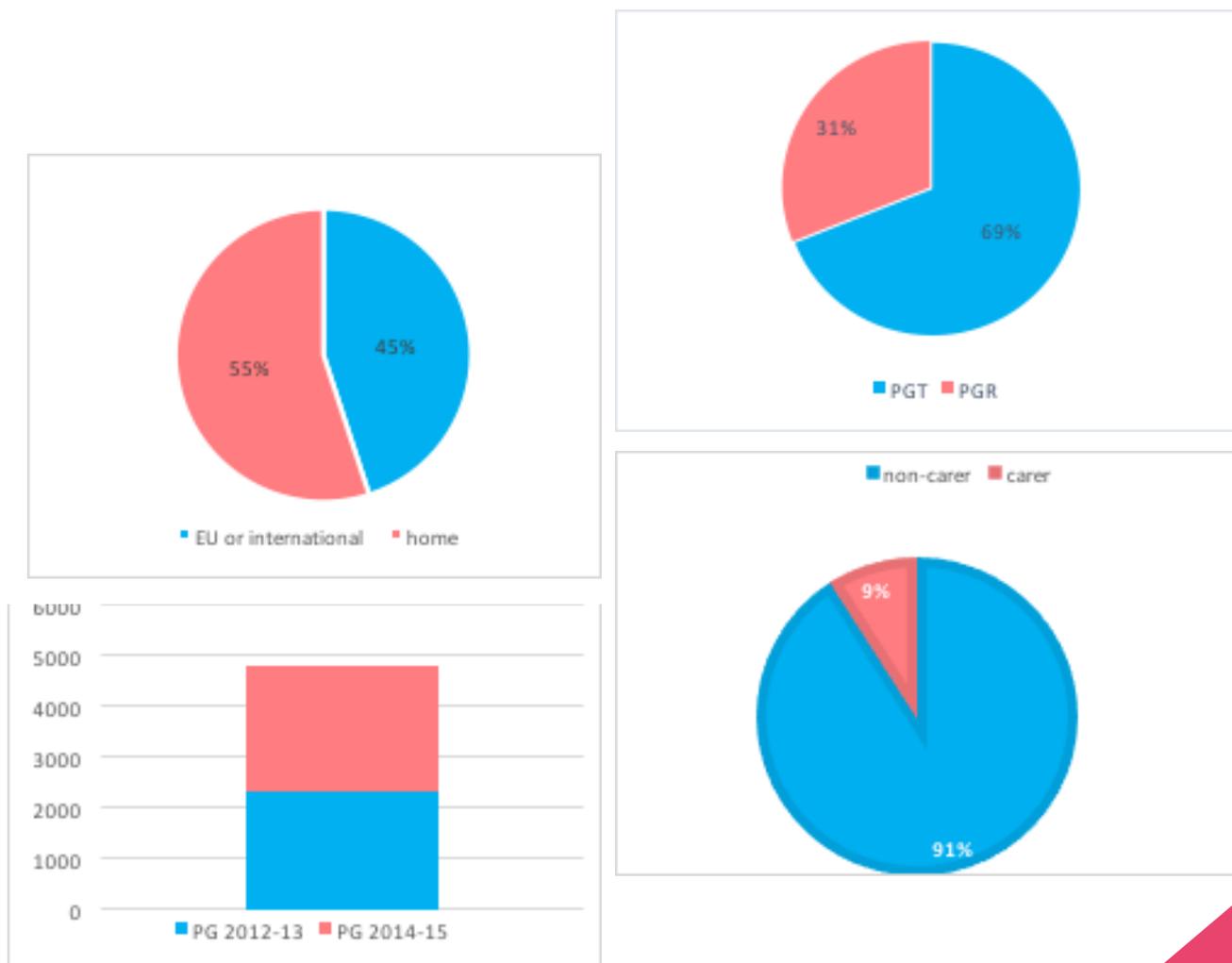
# 5

# postgraduate experience

## Academic Support

Through the development of postgraduate|su over the past three years, the SU has become increasingly aware of the very specific needs of postgraduates, both taught (PGT) and research (PGR). Given that postgraduates account for 30% of UEA's overall population, it is important to ensure that UEA is not only providing postgraduate-specific provisions, but also enabling PG students to feel included in the learning environment rather than aiming facilities and provisions at the UG majority.

Below is how the postgraduate population of UEA looks in numbers:



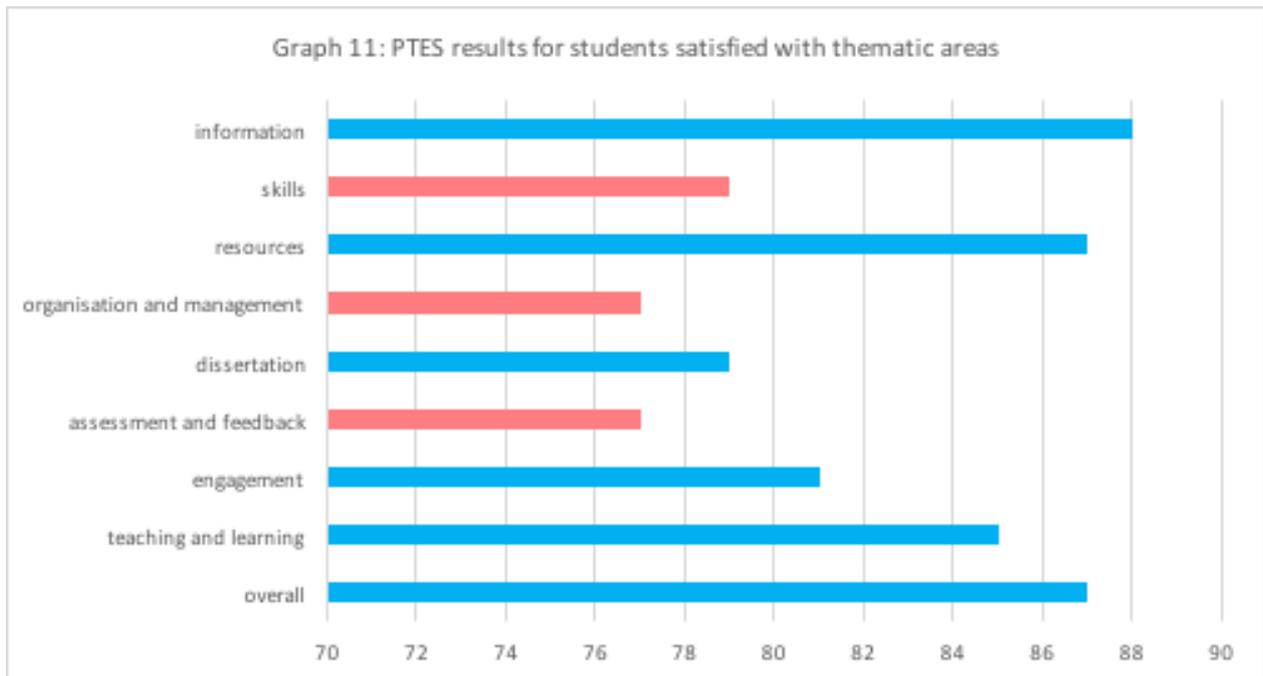
# 5

This section of the report summarises the work that uea|su have done with and for the postgraduate community, whilst also using data from the Postgraduate Taught Experience Survey (PTES) and Postgraduate Research Experience Survey (PRES) to highlight some of the areas where improvement is still required.

## Postgraduate Taught Students

In the 2016 PTES survey, 87% of postgraduate taught students were satisfied overall with their UEA experience, keeping UEA in the upper quartile of the sector.

There were, however, several academic thematic areas which saw significantly lower satisfaction and that go some way to indicate some of the key issues faced by PGT students.



The areas highlighted in pink are those which fell at 80% satisfaction or below and therefore require further attention. Assessment and feedback, and organisation and management are both areas that are an issue across UEA generally: recommendations for these areas are outlined on p.44 of this report.

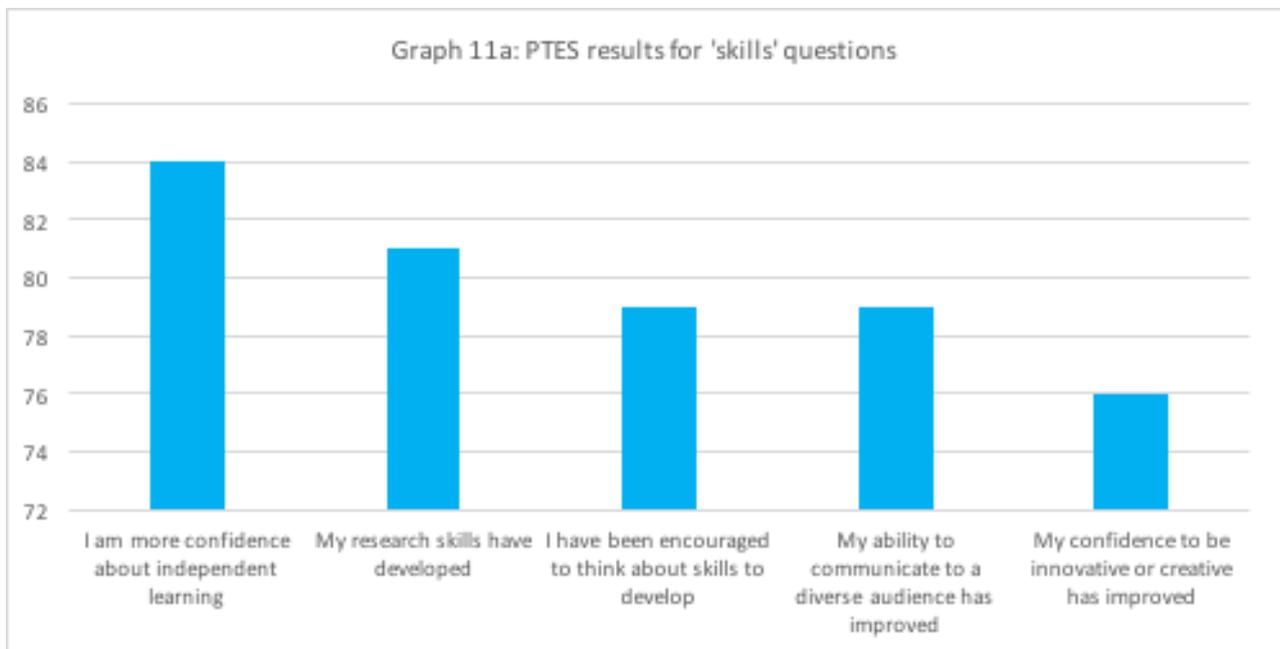
## PGT skills

Skills is a theme more specific to the PTES, and where UEA's results are fluctuating. 21% of UEA PGT students answered that they do not agree that their research skills have improved as a result of their course. LDC specifically scored below 70% satisfaction on that question.

Over 24% of students overall did not agree that their confidence to be innovative or creative developed over their course, indicating that students may feel that their postgraduate course is too prescriptive.

Graph 11a indicates that UEA students feel they are less likely to develop more creative skills than they are to learn research skills. In a landscape where careers can be uncertain, it is important that PGT students have to opportunity to work beyond their own research remit.

The fact that, out of all the skills-based questions, confidence in independent learning is the area that students are most satisfied with indicates that that many PGT students may be working in a more isolated and intense environment than may have been the case for



their undergraduate degree. It is vital that UEA is fostering and maintaining a strong PGT community that is not just confined to individual schools or courses.

## PGT Careers

Only 79% of PGT students answered positively to the question ‘as a result of the course I feel better prepared for my future career’. It would be interesting for schools to collect information on whether students go into postgraduate study with a conception of the career they would like to go into. Given that there are several schools offering postgraduate courses which lend themselves to clear career paths, such as Social Work (7% of UEA’s PGT community), Health Sciences (5% of UEA’s PGT community), and PGCE students (around 20% of UEA’s PGT community), a substantial proportion of PGT students will start their course with a specific career in mind. HIS and LDC students in particular are, according to PTES, less likely to feel better prepared for their future career. This may be because the scope of careers available within the History, and Literature Drama and Creative Writing sectors are less specific, however this does not mean that HIS and LDC students should be at a disadvantage.

## What are PGT students worried about?

In uea|su’s 2016 Students’ Union Survey (SUS), we asked students which issues concern them the most. Out of 16 possible options, the top 3 highest concerns of PGT students are:

- 1) Career prospects**
- 2) Academic achievement**
- 3) Emotional wellbeing**

Interestingly, this differed to the top 3 concerns of the overall responses, which were:

- 1) Academic achievement**
- 2) Career prospects**
- 3) Money**

# 5

It's no real surprise that by postgraduate level students are starting to focus more specifically on their career, thus indicating that provisions for PGT students may need to vary to those for UG students.

This links back the need for students on PG studies to be gaining tangible skills: at PG level students are more likely to be looking to get straight into work and thus those transferrable skills are going to be of a particularly high priority.

Emotional wellbeing is the third highest concern of PGT students, compared to this being money for the overall respondents. This could be linked to the often considerable step up in workload and difficulty between UG and PGT studies; it would be interesting for Student Support Services (SSS) and advice|su to investigate the uptake of PGT requests for support and whether there are any particular trends in the support they are after.

## Integrated Masters Students are PGTs too!

This year, uea|su have noticed increasing number of students making complaints about the lack of support on integrated masters courses.

There are currently over 200 integrated masters students studying at UEA, and most of them are on courses such as MPharm, MChem, or MNatSci.

When integrated masters students are in their final year, they receive the same support as undergraduates: across all schools with Integrated Masters courses there rarely seems to be a clear transition period or induction into this higher level of study.

At the moment, integrated masters students have to:

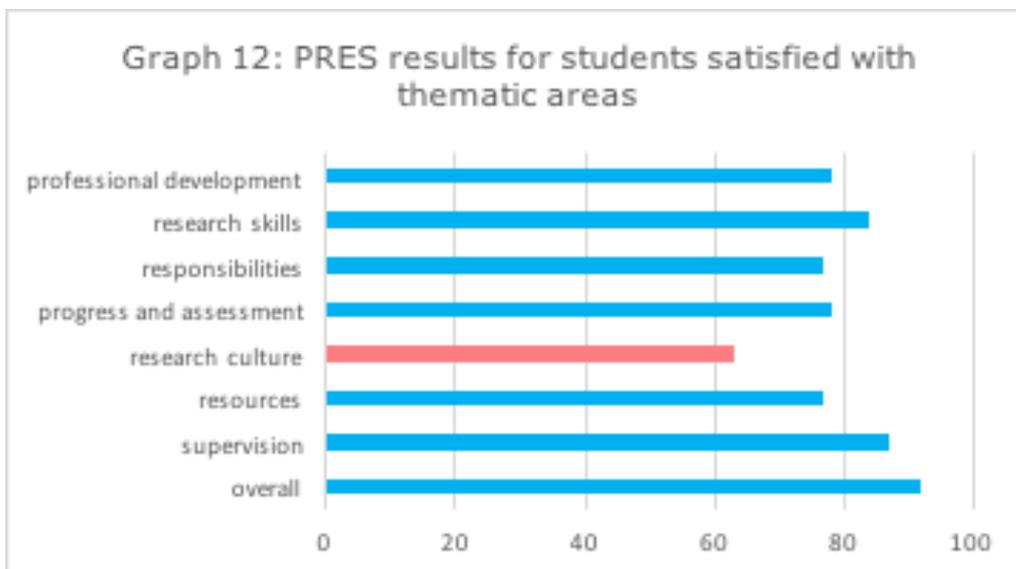
- **Pay tuition fees rates of £9000 per year, instead of the lower fees offered to postgraduate students (such as the £7,300 for MSc Environmental Sciences)**
- **Not given rights to postgraduate study spaces in the library**
- **Only allowed to take books out of the library for 2 weeks, not 6 weeks like other postgraduates**
- **Often not invited to induction weeks for masters students. This is a missed opportunity to meet new students and find out about the support available to students on masters courses.**

One of the key aims uea|su's Postgraduate Education Officer, Maddie, is to lobby the university to make provisions to formally recognise Integrated Masters students in the same way that PGT students are. Allowing access to the PG study spaces and the 6 weeks library loan, coordinating proper inductions to fourth year, and inviting Integrated Masters students to induction events are just three simple things that the University should do as a first step to this.

## Postgraduate Research Students

In the 2015 Postgraduate Research Experience Survey (PRES), 82% of respondents were satisfied overall with their postgraduate research experience to date. It is worth noting that students answering this survey will be at varying stages of their research qualification, which although gives a more holistic view does provide some levels of discrepancy.

That said, there are clear areas where satisfaction is lower. Graph 12 shows the percentage of students who responded positively to the relevant themes of the PRES.



As the graph illustrates, it is the category of ‘research culture’ that falls significantly below the satisfaction levels of other categories. This indicates that the academic element of their experience is more positive, whilst the social and cultural elements are causing higher dissatisfaction.

The specific statements that respondents have to indicate their levels of satisfaction with within the ‘research culture’ theme are:

- **“My department provides a good seminar programme” (72% satisfaction)**
- **“I have frequent opportunities to discuss my research with other research students” (63% satisfaction)**
- **“The research ambience in my department or faculty stimulates my work” (57% satisfaction)**
- **“I have opportunities to become involved in the wider research community, beyond my department” (60% satisfaction).**

The key element of these statements is centred around the postgraduate community, both in an academic and more personal sense. Given the fact that at least a quarter of students answered negatively to all This also links to the findings of uea|su’s union survey 2016, where the top three highest concerns of PGR student respondents were:

- 1) Career prospects**
- 2) Academic achievement**
- 3) Emotional wellbeing**

Similarly to the results of PGT students, the PGR focus tends to be more on the outcome of the qualification and on a set career goal. This makes sense given that PGR studies often lend themselves to involvement in a very niche area of study and thus into a more specific career.

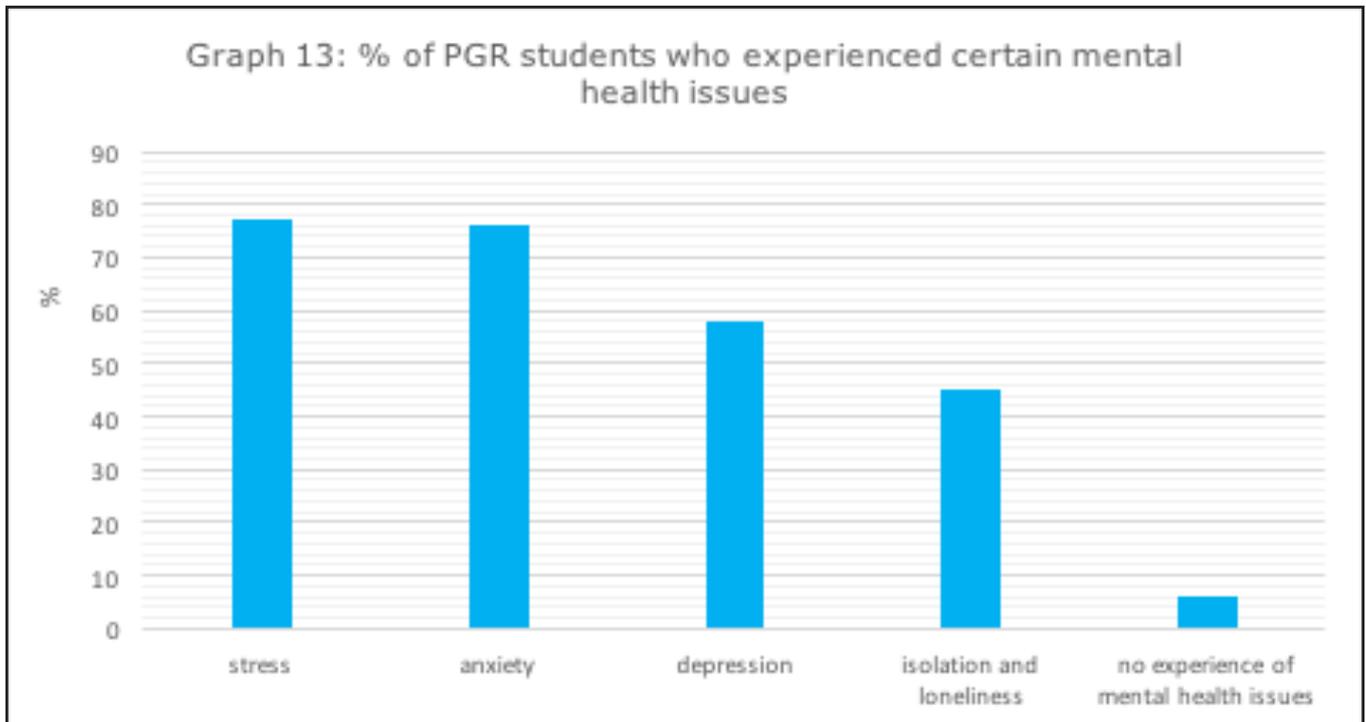
It is worth focussing more intently on the third highest concern of PGR students: emotional wellbeing. This links back to the results of the 2015 PRES around a dissatisfactory research culture, much of which links to the emotional support for PGR students.

As a result of both the PRES results and anecdotal findings, uea|su conducted a survey in 2015 on postgraduate mental health. This led to a full-length report and rolling yearly project “The Honesty Project”

# 5

## The Honesty Project: PGR students and wellbeing

The Honesty Project started as a simple survey to gauge the levels of support available to PGR students. It, however, ended up alerting uea|su to the fact that PGR students are highly vulnerable to mental health issues as a direct result of the stress of their studies and the isolating nature of a research degree



As can be seen from the graph, only 6% of PGR students who responded to the survey had experienced no mental health issues during their research experience.

From analyzing the data, uea|su consolidated the findings into four key themes:

### 1) Lack of community

Many PGR students alluded to a lack of community during their studies, and that research work can be extremely isolating. Although Union House now has Scholar's Bar and the Postgraduate Lounge and student staff to support our postgraduate|su campaign, more needs to be done within schools and faculties to foster PGR communities.

### 2) Lack of support

Even when students are aware of support systems they found it difficult to access them or felt that staff do not have sufficient knowledge or empathy as to the kind of issues that PGR students are more likely to face. UEA should ensure that PGR students are being signposted correctly by personal supervisors where necessary, either to the PGR office or to appropriate members of SSS. Given the often specific nature of PGR issues, staff members within the PGR office should liaise with SSS advisors to ensure there is correct support and advice available.

### 3) Expectations of PGR students

This theme is two-fold, both in terms of students' expectations about their studies and in terms of what staff expect of their PGR students. Many students implied that they went into their PGR studies without having been made fully aware of what it would entail and of how they could gain support and guidance when their project is predominantly independent.

#### **4) Work-life balance**

Around 12% of respondents work between 11 and 30 hours a week, and around 15% of respondents have caring responsibilities. Many of the comments in the survey indicated PGR students finding difficulty in balancing their work, study, social and home commitments. This is something that the Union is keen to explore further to provide as much support as possible.

# **recommendations for postgraduate experience**

**1.**

All schools should be required to review their PGT programmes in light of findings on skills development and career focus, highlighting and enhancing skills content where appropriate.

**2.**

UEA should conduct a research project on PGR representation within each Faculty and, from the results, compile a revised Code of Practice for PGR.

**3.**

UEA should ensure that integrated masters students are able to

- i.** access the PG section of the library
- ii.** take out books for 6 weeks like other PGT students
- iii.** be invited to all masters induction talks

**4.**

The SSS mental health strategy should include a specific PGR mental health strand to address the needs of these users

**5.**

As space is a key component of PGR community, PGR research space should be at the heart of schools- with strategies in place both for existing buildings in the short/medium term and built into new building plans.

**6.**

UEA to commit to facilitating communication between PGR and PGT students (specifically when PGTs engage in their dissertation period) to promote a wider 'research culture'.

# 6

# general

## Student Charter

“The University of East Anglia’s commitment to providing an exceptional student experience depends upon a dynamic and effective partnership between its staff and students. Our Student Charter outlines the nature of this relationship by setting out what you as a student can expect from the University and, in turn, what is expected of you.”

UEA Student Charter, p1.

Anecdotal evidence shared by student officers last year UEASU suggested that awareness of the UEA student charter is very low amongst the student body. In a survey of 100 student staff carried out in late Sep/early Oct, only 3 students indicated that they were aware that the Charter existed at all.

On the Student Charter item in July we submitted as follows:

- **Whilst we recognise that the standard timetable for review of charter means a formal review is some way off, we believe the document to be of so little use in its present form that we cannot support its continued publication in its present form.**
- **We would therefore in addition argue that the main joint review of the document be brought forward to 2016-17 and a paper to this end has been submitted to LTC**

## Student Financial Information

In March 2014 HEFCE published a circular letter and reports on presenting income and expenditure information to current students. This was to encourage greater transparency for students and the wider public about how institutions spend their income.

They asked universities to provide information on their income and expenditure in a way that students could easily understand. They emphasised the importance of dialogue with students to ensure that institutions present information in a way that meets student needs.

It is not clear that this has been done at UEA and if it has that it has had any discernable impact on student awareness.

## Student Representation

A new National Student Survey will be launched in 2017 with revised questions on learner voice:

- 23. I have had the right opportunities to provide feedback on my course**
- 24. Staff value students’ views and opinions about the course**
- 25. It is clear how students’ feedback on the course has been acted on**
- 26. The students’ union (association or guild) effectively represents students’ academic interests**

Low scores in questions Q23-25 in internal surveys suggest to us that the University should invest in coordination in this area. As a first step, an exercise identifying dedicated staff capacity for this area in similar and competitor institutions should be carried out.

# recommendations for general

**1.**

To review the Student Charter in light of findings from the uea|su/TSEP work carried out over the summer.

**2.**

To review institutional financial information available to students and identify ways in which student representatives might be better involved in University financial decision making

**3.**

To identify dedicated staff capacity for student representation in similar and competitor institutions with a view to identifying appropriate investment.

# 7

## summary of recommendations

### recommendations for organisation and management

- 1.** The University should identify specific work to promote diversity and inclusivity in teaching curriculums in higher education.
- 2.** While the University is already an Equality Challenge Unit (ECU) member, it is not a member of ECU's Race Equality Charter. We recommend that the University make full use of ECU's consultancy service, and aim to become an ECU Race Equality Charter member within the next two years, and an ECU Race Equality Charter award holder within the next five years. This should align with the University's commitment to Athena SWAN and Equality and Diversity more broadly.
- 3.** UEA should carry out research on the satisfaction levels of international BME students and home BME students, in order to investigate why the achievement gap is such a stark issue.
- 4.** UEA should work to implement and monitor take up of standardized online marking to ensure that feedback on assessment is of consistent quality and easily accessed by students.
- 5.** UEA should follow up on investing in student course reviewers.
- 6.** All schools should be required to have a teaching practice development strategy, working in conjunction with UEA's teaching awards and uea|su's Transforming Teaching Awards
- 7.** Whilst the timeliness of assessment and feedback has improved, there is no discernible work going on to systematically identify improvements that could be made to quality of assessment and feedback and perceptions of assessment fairness. Utilising the NUS Assessment and Feedback benchmarking tool, work should be developed school by school to ensure that this is done.

# recommendations: resources

- 1.** Student Staff Liaison Committees (SSLCs) should dedicate time to reviewing the provision of Joint and Triple Honours degrees and ensure that all students have access to the same relevant information regardless of which is their home school.
- 2.** Courses, particularly those highlighted in graph 5, should do further investigation into specific specialised equipment, facilities of rooms and circulate responses to relevant students. Training for staff on tech and room equipment should be available and encouraged.
- 3.** UEA should invest in a standardised and regulated amount of printing credit for each student at the start of each academic year, and ensure staff are promoting the free printers in Union House.
- 4.** UEA Estates should develop a system for students and staff to quickly and easily report issues with inappropriate teaching and learning spaces and satisfaction monitoring should be carried out amongst academics.
- 5.** UEA Estates should review all room capacities and ensure enough suitable seating matches those capacities and review all spaces marked for lectures to ensure suitability for that purpose.
- 6.** In the context of changing student needs and a growing student population, the University should identify short, medium and long term needs in conjunction with students, quantify them and develop clear plans to meet expectations- with particular reference to identified “pinch points”. A facilities and services plan should then be published which addresses pressure on facilities, services and space.

# recommendations: teaching and assessment quality

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**3.**

UEA should ensure that integrated masters students are able to:

- i.** access the PG section of the library
- ii.** take out books for 6 weeks like other PGT students
- iii.** be invited to all masters induction talks

**4.**

The SSS mental health strategy should include a specific PGR mental health strand to address the needs of these users.

**5.**

As space is a key component of PGR community, PGR research space should be at the heart of schools- with strategies in place both for existing buildings in the short/medium term and built into new building plans.

**6.**

UEA to commit to facilitating communication between PGR and PGT students (specifically when PGTs engage in their dissertation period) to promote a wider 'research culture'.

# recommendations: general

**1.**

To review the Student Charter in light of findings from the uea|su/TSEP work carried out over the summer.

**2.**

To review institutional financial information available to students and identify ways in which student representatives might be better involved in University financial decision making

**3.**

To identify dedicated staff capacity for student representation in similar and competitor institutions with a view to identifying appropriate investment.



**CONFIDENTIAL**

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Mr Jim Dickinson  
UEA Students' Union  
Union House  
University of East Anglia  
Norwich  
NR4 7TJ

23 November 2016

By email: [jim.dickinson@uea.ac.uk](mailto:jim.dickinson@uea.ac.uk)

Dear Jim

### **Yarls Wood Demonstration**

We have now been able to look at this substantively. Our initial thoughts are set out below.

We understand that Yarls Wood Immigration Removal Centre is a detention facility for foreign nationals being held prior to their deportation from the United Kingdom, located in Bedfordshire. We understand that its population has been overwhelmingly female, and significant concerns have been raised in recent years about the welfare of women and also children at the facility, including allegations of sexual physical and assault.

We have examined the Union's "Charity Campaigning Framework" which we believe provides a sound summary of the legal position the Union finds itself in in relation to campaigning activity.

We have looked at the extent to which it would be possible for UEA students' union to implement the motion passed by the Union in respect of Yarls Wood. We have not considered the background to the motion (beyond a limited understanding of the issues to which it relates) and so also have not considered the constitutional processes involved and whether (for example) there was due process and appropriate balance in the motion debate. We have only considered the extent to which the motion concerns issues which affect students in their capacity as students, such that the union would be capable of expending resources on implementation of the motion.

The understandable concerns about the welfare of people detained at Yarls Wood and in similar detention centres elsewhere generally do not affect students **as students** and, as such, campaigning on the issues by the union generally will not be permitted. An exception to this may be where the activity is specifically intended to protect current and/or future UEA students from detention at such a facility.

We note that the funding bid relating to the proposed transport to the event suggests that this issue affects students as students because "*Yarls Wood is a dangerous detention centre in Bedford and contributes to a wider culture of racism, sexism and bigotry towards migrants and refugees*" and "*ties into our zero-tolerance policy on racism and hate crime, as well as sexual harassment.*" We are sympathetic to this argument, and would not entirely rule out the union being able to defend this position should it come under regulatory scrutiny; however, we believe that the Charity Commission would take the view that the benefit to UEA students, in their capacity as students, is too incidental and indirect to provide sufficient basis for union resourcing of the campaign.

In this context, in more detail in relation to each requirement of the motion:

1. *To release a public statement condemning Yarls Wood and its treatment of women*

- The union is capable of reaching a "*corporate conclusion*" of the union's student membership in the course of the motion debate. This reflects the position described in *Baldry v. Feintuck* which, as you know, established that the reaching of a corporate conclusion on social problems as the result of a process of discussion and debate is an educational activity for a students' union to pursue.

- Publicising a corporate conclusion to other members of the union can also be seen as part and parcel of the educational process, not least since this may stimulate valid debate and discussion among members (as accepted in the opinion recently provided to the National Union of Students by Christopher McCall of Maitland Chambers and Raj Desai of Matrix Chambers, in relation particularly to No Platform policies.
  - That opinion suggests that *"the Union could take steps to communicate the outcome of the information to the partner institution where this furthers the Students' Union's representative role vis-à-vis the partner institution"*, provided this does not stray *"into impermissible campaigning action"*.
  - So we would suggest that it would be appropriate to publicise the motion in the same way that you would normally publicise union policy amongst the union membership (such as by inclusion on the relevant part of the union's website relating to current union policy) and you might even consider making the university (as a key stakeholder of the union) aware of the policy, provide this is done which can reasonably be seen as communication rather than campaigning.
  - However, if the proposed *"public statement"* proposed by the motion is intended to go beyond this, and be directed at the public more broadly, (beyond the university) we would suggest that this could cross the line into impermissible political campaigning on an issue which does not directly affect students as students.
2. *To mandate SOC to fully support the #ShutDownYarlsWood demonstrations organised by Movement for Justice and all other future demonstrations and direct action for the closure of detention centres*
    - Any expenditure of union resources in supporting these demonstrations, which we assume are taking place outside of the university, would be likely to constitute impermissible campaigning.
    - In fact, we would probably go further and reiterate our points above in relation to any public pronouncements of support for these demonstrations. As noted above, our general view would be that the union should typically publish union policy in a standard and consistent way, in a manner directed towards union members, within the university, to avoid straying into impermissible political campaigning (which goes beyond a level appropriate as a means of facilitating educational debate amongst the student body).
  3. *To mandate SOC to actively campaign, in line with NUS policy against all detention centres and support students being unfairly detained*
    - It is unlikely to be appropriate for the Student Officer Committee to be required to directly and actively join a general campaign *"against all detention centres"*, as it is unclear how this could reasonably be seen to be an issue affected students in their capacity as students.
    - However, although we do not have enough information available to us to provide a definitive view, as indicated above it may be possible for the union to expend resources to *"support students being unfairly detained"*. This is likely to depend on whether the focus here is on current and future students of UEA, rather than students more generally. We would be happy to give this particular issue further thought if you are able to provide more detail of the proposals/background.
  4. *To fund all transport to future Yarls Wood demonstrations including the upcoming demo on the 3rd of December*
  5. *To mandate SOC to use all available resources to promote the demonstration to students*
    - Expenditure on this campaign is unlikely to fall within the objects of the charity, and so expenditure on transport to a demonstration in relation to the campaign outside of the university also would seem likely to be ultra vires.
    - As you intimated on the phone, it may be possible for members of a union society (such as the feminist society) to arrange participation in demonstrations such as these, if they choose to do so, provided they are not provided with any union funding outside of the usual balanced society grant funding processes and criteria set out by the union.
    - Even then, this is something of a grey area and it could potentially be problematic if the feminist society used funds provided by the union specifically to fund campaigning outside of the union on a matter that

does not affect students as students (particularly because the feminist society is likely in practice to be constitutionally indistinct from the union). I would be happy to talk this through in more detail.

I would be happy to discuss on the phone if you require any further detail.

Best wishes

Simon

**Simon Steeden**

Partner

Charity & Social Enterprise Department

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## Operating Plan 16-17

Green- On Track

Yellow- Some concerns

Red- Major Concerns

Opportunities	SMT	Manager Lead(s)	UPDATE DEC 2016
We'll expand our support for societies, student media and student enterprise, increasing the number of societies and opportunities further and setting and hitting diversity targets to ensure the fullest range of students are taking part.	JD	Lynne Simpkin/Alun Minifey	We have increased the numbers of societies compared to this time last year. This is a result of clear information and marketing about the process and opportunity. With a dedicated staff member and student support, we have been able to offer consistent support to those who come to us with enquiries. We still don't have the data regarding diversity, though UEA has agreed to extrapolate this for us from last years data. The data we have reported is from those who have self defined on the website, so the numbers will actually be higher than we are reporting as a conservative estimate is that only 20-30% have self reported.
We'll build on research findings and work with partners in the University and City to launch a new Student Work strategy, improving the range, quality and pay of part time work opportunities taken up by students as well as offering Personal Development plans and management pathways for our own student staff.	JD	Lynne Simpkin/Alun Minifey, Chloe Alexander	Some delays considering appropriate legal model for student employment agency at University end  When we launch PeopleHR with student staff in the new year we will be able to much more easily create 121's, appraisals and PDPs for all staff.
We'll agree a new strategy for Student Sport with the University- developing every club, increasing grant and capital funding, transforming involvement in decision making by students, securing better access to facilities and ensuring suitable provision for postgraduates and nursing students.	JD	Lynne Simpkin/Alun Minifey	The activity of sport that clubs engage in has now been moved to UEA sport. There is a draft governance document for the new Student sport committee, but the first meeting is yet to take place. As yet there has been no increase of funding, and delays on some key decisions by UEA for example purchasing the new minibuses. Work has been completed to highlight which clubs have training session which are accessible to nursing students and PG students and this has been publicised. UEAsport have decreased their offer on PG only sports sessions, and there is now just one badminton session a week. uea:su continue to pay for £1 swim cards for PG students, as again, this is not offered by UEAsport.
We'll launch a student Skills Training programme directly related to our opportunities offer and partner with the University careers function and successful alumni to ensure that learning and development gained through our opportunities contributes directly to career development.	JD	Lynne Simpkin/Alun Minifey	This begins with The Edge conference on 26.11.2016 a training event for students associated with the union, staff or volunteers. The programme will continue with at least 2 training sessions being offered every week. There is now a training page on the website and we have 14 sessions currently being advertised for the rest of this semester.
We'll launch a new Student Events Support service, making it easier than ever for students and student groups to put on events on campus and in the City	JD	Lynne Simpkin/Alun Minifey	This service has seen support for students events across opportunities and campaigns and policy. Supporting students led events within the welcome period, Black History Month, Disability History Month, and the ongoing GIAG programme, Support is also being given to club and society social specific events to ensure that events are managed well, with areas such as H&S, publicity and so on fully supported.
<b>Enterprise</b>			
We'll complete pricing and range reviews, focus on margins, ensure our wage ratios and GP see us operating as efficiently as possible, double our income from marketing and advertising, and delivering budgeted contribution to the union's finances to spend on student advocacy and opportunities.	TC	Carl Wright, Chelie Lear, Lauren Moreton, Wendy Storey, VMS	Waterfront - Our pricing is currently under review, we have just implemented a price increase, although we still need to come into line with LCR events. Propaganda has competitive drinks offer promotion which was agreed in order to gain their business. This is also being negotiated at present. We are on track with our staff ratios, with a target of 10% to stay within our KPI of 11%

<p>We'll develop a low cost offer across our outlets (and encourage UEA to do the same), ensuring students can access the essentials of student life at a price they can afford.</p>	<p>TC</p>	<p>Carl Wright, Lauren Moreton, Wendy Storey</p>	<p>The marketing team develop a 'value' brand with a range of assets. these now appear in the shop, on menu's and posters for events. Each team has introduced a range of every day value offers. We have focused these efforts in the retail operation as this is where we receive the most negative feedback from student. We have introduced a range of over 50 value products including lemonade, baked beans, rice, pasta and jaffa cakes. Sales of these lines have boomed putting some pressure on margins, but there has been a positive impact from our NPS data with less people giving negative responses based on price. The ValueSU brand has been published across our assets including print Star Flyers/adverts in concrete, social media and visual displays such as A0 boards</p>
<p>We'll work with student managers, student reps and customers to develop and launch service promises in all our outlets, getting queue times down and satisfaction up across the SU by publishing feedback and stats- and we'll review and improve our safety and security operation.</p>	<p>TC</p>	<p>Carl Wright, Chelie Lear, Lauren Moreton, Wendy Storey</p>	<p>Our student managers have lead on our NPS week in November leading teams of students to collect student feedback. The shop has significantly improved queue times. The venue manages to get up to 2000 students into the venue in 35 minutes with waiting times not exceeding 15 minutes. Unio continues to have queue problems although they have reduced waiting times to less than 10 minutes on average, down by 5 minutes. Student feedback suggests that students accept that they will have to wait some time for coffee because Union is considered to be very popular. Bars, Unio and Shop all display service standards to students and monitor their performance. Unio Pizza is still to recruit a permanent staff member but they are working on informing all customers of an accurate wait time. Marketing assets for student manager has all been completed just awaiting one student manager photo</p> <p>At the Waterfront we have a temporary Student Manager, a lady who graduated this year, &amp; is working with us at present with our NPS. We have just completed a recruitment drive for student staff &amp; have successfully inducted 9 new staff. Within our new members of the team we will recruit a new student manager to move forwards with. We communicate effectively with the Security Manager to monitor the forthcoming events &amp; the risk factors through which he can manage security staff appropriately to ensure the events are operated safely. Security manager has introduced a training matrix to monitor &amp; ensure staff are trained in SU policies &amp; procedures as well as safety &amp; good practice.</p>
<p>We'll open new Grab and Go retail in key hotspots on campus, further expand our catering offer, support students to launch a catering offer for club and gig go-ers and further expand our ethical, vegan and gluten free ranges.</p>	<p>TC</p>	<p>Carl Wright, Lauren Moreton, Wendy Storey</p>	<p>Grab and Go is open and year to date taken £60,388 and is improving each month. Catering offer has launched with the hotdog stand and far to date 878 hot dogs have been sold at £2.50 each making a value of £2195.00.</p> <p>The University withdrew from discussion with UEA SU on the opening of more outlets pending the outcome of their catering review</p> <p>We have improved our ethical, vegan and gluten free ranges and gained more suppliers and ideas when we visited the lunch exhibition. Now selling Bare naked noodles which are proving very popular.</p>
<p>Starting with Welcome Week, we'll review our entertainments programme working with students on and off campus to offer a wider range of types of events targeted to the full diversity of our membership, both with and without alcohol- as well as investing in and relaunching the Waterfront as the essential alternative Venue in Norwich.</p>	<p>TC</p>	<p>Lauren Moreton, VMS</p>	<p>We expanded our freshers programme to include non drink focused events this included 'An audience with' and a range of free events in the city such as Gravity, Go Ape and Funky. We were able to offer these free to students in exchange for offering them advertising. Meltdown rebranded completed by student staff and more marketing now on campus. We have run a series of events with cultural and niche music societies on Monday Nights in the Blue bar and revamped Sports Night on Wednesdays</p>
<p><b>Advocacy</b></p>			
<p>In conjunction with UEA, we'll develop a segmented research plan that generates rich insight into the lives and experiences of UEA's students, operate a student opinion panel to gather regular feedback on the issues that matter, and recruit and train a student research team- ensuring we directly contact every UEA student at least once next year.</p>	<p>LC</p>	<p>Naomi Carter</p>	<p>We now have a full time research staff member and a part-time student staff member in the Education and Engagement department. We are currently meeting with all heads of department to ascertain their research needs throughout the year in order to create a research strategy. This strategy will include a timeline of annual research needs, process for conducting research, different types of research (to be as diverse as possible), and our key segmentation groups.</p> <p>Course reps will be offered extra training in semester 2, one of which will be a session on research skills.</p>

<p>We'll run a series of projects focussed on improving support for student representation &amp; feedback and improving the dissemination of its impacts, identifying top student issues for action at school, faculty and institutional level; ramping up student involvement in course review; and improving student involvement in disciplinary procedures.</p>	LC	Naomi Carter	<p>We will be including wider university issues in the Reps SU newsletter rather than those just centred around SSLCs and reps.</p> <p>We're creating discussions at Education Forum for wider issues – e.g. A member of staff from EDU came and gathered info on feedback at the last one.</p> <p>Assisting with course reps who are on joint courses to raise their issues in all relevant SSLCs i.e.</p> <p>Our Faculty convenors receive separate, bespoke training and a new system for ensures that there is students' union representation on all Faculty Learning and Teaching Quality Committees (LTQCs) and Student Staff Liaison Committees (SSLCs).</p> <p>Our HSC Representation Coordinator is actively involved in promoting course reviews to students and attends some herself.</p>
<p>We'll launch a comprehensive programme of support for student advocates, activists and campaigners, providing unrivalled tools for students to go out and change their world</p>	LC	Louise Chiu	<p>We are developing a full training and development programme for all student advocates, activists, campaigners and leaders. This includes:</p> <p>Defining support processes for students who are looking to run events, activities and campaigns,          Providing a thorough Student Leadership Programme which will take place throughout each academic year,          A easy to access online toolkit for students to access procedures, policies and resources to aid them in their activities and          Opportunities to network with other student leaders to share best practice and build a larger support network.</p> <p>This programme will launch in time for the elections in the Spring.</p>
<p>We'll review our structures to ensure we're campaigning on the issues that matter to students, increasing the use of consultation, polling and online/offline debate especially over controversial issues.</p>	LC	Louise Chiu	<p>A full review is taking place that will identify where Member Benefit Tests take place, whether these are appropriate and look at other available processes on how and when we ensure that campaigns are addressing student.</p> <p>Part of this is informing the Student Leadership programme (campaign planning specifically) but will also be informed by a cohesive student communication strategy.</p>
<p>We'll launch service promises in our Advice and Housing functions, a student led new student buddy scheme to reduce drop out, systematically convert our casework into policy work that prevents students, and develop a new partnership with the University's student support service (formerly DOS), working together to prevent student problems, use resource efficiently and enhance student input into our services.</p>	LC	Josh Clare	<p>Our Housing Service Standards have been completed, with a first draft of the Advice Service Standards to follow. These will be complete by March 2017. The Buddy SU programme had an excellent participation rate in it's first term.</p> <p>A full evaluation exercise and review is currently taking place, including how to fully support and expand the scheme.</p> <p>We have now set up a regular reporting schedule, which we will use alongside Officer and Rep feedback, in order to inform Officers of recurring issues and/or themes to address.</p> <p>UEA SU have set dates for next semester to meet up to establish this partnership. The delay is a side-effect of both the UEA Director of SSS and UEA SU Head of Advice and Housing being new in post.</p>
<b>Infrastructure</b>			
<p>We'll develop and agree a Union wide staff wellbeing plan, appointing a Chief Wellbeing Officer to drive work on reducing stress and improving happiness and improving social opportunities for staff.</p>	TC	Chloe Alexander	<p>This is drafted and has been to the HR and Noms Committee. We'll be looking to take it further and recruit the wellbeing champion early in the new year.</p>
<p>We'll complete work on financial processes and management and agree and implement a new financial model with the University that resolves our medium term funding gap and delivers sustained, planned investment in our facilities and services.</p>	JD/TC	Tim Cave	<p>Audit in November (report pending) will identify areas where progress has been made and where further improvement is required.</p> <p>Areas for focus in the year will be</p> <ul style="list-style-type: none"> <li>• roll out of Exchequer 365 to purchase ordering – planning on this begins December 2016</li> <li>• Documentation of financial processes and policies resulting in process 'manual'</li> <li>• Improved reconciliation / review protocols withing Finance team</li> </ul> <p>Review of Charity reserves policy will be progressed in Q2 ahead of March Board.</p>

We'll complete additional building work to improve the accessibility of Union House, refurbish key areas to ensure the building always looks "Brand New" and embed work on NUS' Green Impact scheme on waste, travel, procurement, biodiversity, and energy use.	JD	Chloe Alexander	Summer project brand new work went to plan and the new MC is fully on board with ensuring the building continues to remain looking brand new. Lift work is complete and due to be handed back to us imminently. We are looking at working with students and a wide group across the organisation to set up some accessibility feedback sessions too to further improve accessibility of the building, our events and our publications too. Green Impact framework has changed this year which has meant we've needed to spend time re-assessing ourselves against the new criteria. It remains the case that we are not far away from being able to confidently submit ourselves for at least the "good" category if not "very good". A meeting is in the diary to involve both the environment officer and ethical issues officer and to tie GI in with Green Week.
We'll implement a new digital focussed student communication strategy, implement a new mobile focussed web and ticketing provider and develop an IT Innovation group and IT champions scheme, ensuring we are taking advantage of the latest solutions to reduce costs, improve productivity and drive efficiency for our people and members.	JD	Chloe Alexander, Lauren Moreton	IT group is up and running and working to look at the ways we best implement new project work as well as tie up issues in departments. IT champions are still a work in progress but as we develop our use of 365, candidates are naturally coming forward in every department.  New digital focused student communication strategy started and is currently in research stage with trial starting in December. External provider approached. Monthly comms report being completed
We'll invest in training and development for our career staff, with all receiving quarterly performance reviews, enrolling in Personal Development Plans and an expectation around networking with other unions and organisations.	TC	Chloe Alexander	We are in the final stages of the ILM Level 3 qualification with all staff due to complete by the final deadline of 30 <sup>th</sup> November. We're looking at the next steps to see whether we offer another cohort the same opportunity and whether we offer a higher Level 5 qualification. PeopleHR will enable us to better be able to offer PDPs for all staff as they can be set up as part of the "performance" module on the new system. We're hopeful this can be attached to 2 <sup>nd</sup> quarter appraisals in Feb/Mar.
<b>Experience</b>			
We'll work with the University to launch a major new mental health and anxiety strategy on campus and work with the Vice Chancellor to become an exemplar implementation campus once recommendations from the UUK taskforce on sexual harassment and violence are launched, taking "Never OK" and "Good Night Out" into the city.	JD/TC	Lauren Moreton, Josh Clare, Naomi Carter	LM: Mental health matter marketing starting in January, and GNO currently being audited at LCR/Waterfront/Mantra  NC: a union Sexual Harassment Strategy group has been set up by the Campaigns and Liberations co-ordinator, and we have SU representation on the University's UUK Taskforce working group. UG Education Officer is working with Education & Engagement Manager to have Academic Advisors trained on signposting those who disclose sexual harassment or sexual violence.
We'll deliver two major student experience projects- a review of the placement experience for students across UEA to improve experience and support, and a major piece of work on the cost of living for UEA students, researching income and expenditure and campaigning to reduce costs on everything from lab coats to printing to accommodation.	JD	Naomi Carter	In early November 2016, we held the first of 3 placement focus groups (1 before, 1 during and 1 after placement). The other 2 will be held in January, with the same students as those who came to the first session to ensure continuity and consistency. The project aims to capture the expectations, realities and reflections of nursing students on placement and present to the University key issues and recommendations for improving the situation. We will also use the findings to steer how we as a students' union can better support students on placement.  We have carried out Quality Conversations on extra costs and cost of living, and will be using the findings of this to influence further research into key areas of concern.
We'll work in partnership with the University on space, ensuring student focussed outcomes in the refurbishment of the campus and working together to create temporary social learning space as the campus expands in coming years.	JD	Jim Dickinson	Major QC study delivered to University
We'll be at the forefront of a new City wide student housing	JD	Josh Clare	After a successful campaign in the summer, #HomesNotHouses, we have been calling for an external network to be established to discuss the

<p>strategy, seeing off damaging HMO regulation, driving up standards and ethics, and driving down costs for students</p>			<p>supply, standards and options in HMO in Norwich. Connections with UEA, Norwich City Council and NUA have been set up and we will champion for this work to continue.</p> <p>Projects are in place to launch in January for the Good Neighbour Scheme and Project 2020 which will improve community relations and property standards respectively.</p> <p>The Advocacy Department will work with officers to continue to champion choice, affordability and suitability for students in what seems to be a challenging landscape this academic year.</p>
<p>We'll bring together work on academic values and student led teaching awards to launch a major piece of work on students as academic partners, working with NUS and other unions to forge a meaningful counter-narrative to the reductive consumer model of the TEF, ensuring an academic society in every school and enhancing the student learning experience with a focus on driving innovation, use of technology and added academic value.</p>	<p>JD</p>	<p>Naomi Carter</p>	<p>In late semester 2 of the 2015-16 year 2 focus groups were held by The Student Experience Partnership (TSEP) and a union staff member to establish student and staff values in order to better shape the student charter.</p> <p>The resulting report along with our recommendations went to the November Student Experience Committee for their approval, so we hope to build on this so that by summer 2017 we have a much wider strategy for reviewing the student charter and making it far more user-friendly. We will have SU representation on a new student charter working group.</p>

# paper

Subject:	<b>Key Performance Indicators 16-17</b>
Produced by:	Jim Dickinson, CEO
To:	Trustee Board
Date:	September 20 <sup>th</sup> 2016
Action:	To approve
Paper:	TB684
Staus:	Open
Purpose:	This paper updates on the agreed Key Performance Indicators for 16-17

**Key**  
**Green**                    **On Track/Complete**  
**Yellow**                  **Requires management action**  
**Red**                        **Likely to or have missed**

## TOP LINE SATISFACTION INDICATORS

	Type	Measured	Target	Current	
Stu Satisfaction with SU	PER	SU Annual Student Survey	80%		Annual survey to go live w/b 16 <sup>th</sup> December 2016 and run to mid February 2017
Effective on Academic Ints	PER	NSS New SU Question	70%		Due Summer 17
Stu Satisfaction w Outlets/Areas	PER	Scholars	75%		ASS over Xmas
	PER	Unio	75%		ASS over Xmas
	PER	LCR Clubs	75%		ASS over Xmas
	PER	LCR Gigs	75%		ASS over Xmas
	PER	barSU	75%		ASS over Xmas
	PER	shopSU	75%		ASS over Xmas
	PER	Waterfront	75%		ASS over Xmas
	PER	adviceSU	75%		ASS over Xmas
	PER	Sports Clubs	75%		ASS over Xmas
PER	Societies	75%		ASS over Xmas	
Recognise Officers	PER	SU Annual Student Survey	80%		Annual survey to go live w/b 16 <sup>th</sup> December 2016 and run to mid February 2017
Recognise Campaigns	PER	SU Annual Student Survey	80%		Annual survey to go live w/b 16 <sup>th</sup> December 2016 and run to mid February 2017

## PRIORITY CAMPAIGNS

	Type	Measured	Target		
Liberation	PER	Action for an accessible SU	June 17	On target	UEA SU conducting an accessibility review across all services
	MIL	Development of Equal Ops Committee	Mar 17	On target	
Housing	MIL	Council rejection of Article 4	Mar 17		Proposal going back to Sustainable Development board
	MIL	Increase of low cost accommodation	June 17		UEA SU are amidst working with the University on looking at cheaper alternatives to the types of student accommodation available both on campus and in the City.
Education	MIL	Increase in trained course reps	Mar 17	On target	61% of known reps trained as of Nov 16, with more training dates for after Christmas
	MIL	Increase in PG computer space	100	On target	Nov 16- 40 extra computer spaces confirmed for the library
	PER	University to implement online appropriate	June 17	On target	25% of all assessment so far are using online marking
Mental Health	MIL	Increase in University funding	June 17	Ongoing	Mental Health plan released in Feb 17
	MIL	Reduction in Councillor waiting times	4 weeks	On target	In Sep 16, waiting time was 0 weeks; Oct was 3-4 weeks. Discussions with SSS continuing

## STUDENT EXPERIENCE

	Type	Measured	Target		
Student Costs	MIL	Actions on report agreed	Feb 17	Due Dec 2016	A number of recommendations around student costs were included in the Student Experience Report for the November SEC. We are awaiting UEA's response
Student Placements	MIL	Actions on report agreed	June 17	On target	HSC-specific placement research in progress and will be completed by February 2017 with recommendations for both UEA and UEA SU
Temp study spaces	IMP	Plan in place for Spring 17	Mar 17	On target	Plans in place (from VC) for redevelopment of levels 0-2 of library to create 200 more study spaces.

Student Partnership	IMP	New student charter launched	June 17	On target	The resulting report of focus groups along with our recommendations went to the November Student Experience Committee for their approval. We will have SU representation on a new student charter working group.
UEA Mental Health Strategy	IMP	Strategy launched	Dec 17	Due Feb 2017	
Sexual Assault/Harass	IMP	UEA Action Plan agreed and launched	Mar 17	On target	UEAJSU representation on UEA's UUK Taskforce working group to steer University policy on sexual harassment on and off campus. Union-specific group with heads of set up to ensure we are all in the loop with departmental progress. Papers approved by University Council, Working Group has been convened – SU will be steering.

## ADVOCACY

	Type	Measured	Target		
Advice volunteers	PER	Count	20	17	Another recruitment period in January
UEA Staff training events	PER	Count	30	0	Planned delivery in semester 2
BuddySU	PER	Count buddies	100	196	
	PER	Count buddies	200	282	
	PER	Train buddies	50	196	All Buddies received a briefing
Proactive advice	PER	Engagement with materials	2000	1055	This does not include information stalls, drop-in's or advice volunteers which are likely to have dispensed information to an additional 400 students
	PER	20% increase in web engagement	20	TBC	Will schedule a data review with Marketing as a result of the change of website
Service standards	MIL	Service standards	Mar 17	Completed for Housing	Advice's Service standards are in development
Defined relationship with Student Support Services	MIL	MOU Produced	Jun 17		Delivery in semester 2
	PER	Reps received some form of training from the Students' Union.	60%	62%	Online training will be available online from the end of semester 1 for those who were unable to make in-house training and we will be monitoring numbers of those who complete it. Extra in-house sessions will be available in early Semester 2 for any who haven't been trained or who were recruited in January.
	PER	Reps report positively on their development	70%		In the process of collecting via a feedback survey. Another feedback opportunity will be provided at the end of semester 2 to allow reps to reflect on their whole year's experience

## OPPORTUNITIES

	Type	Measured	Target		
No of Societies	PER	Number of functioning societies	220	230	We have seen a large number of new societies approved since September 2016 and are still receiving new application every month.
No Academic Societies	PER	Per Department	ALL	30	Not all courses have a society associated yet - we are establishing an academic society committee to increase our engagement with academic societies.
Participation in Media, Sports and Societies and Enterprise	PER	Media	700	641	Media collective is growing, with The Broad Magazine a new addition this year.
	PER	Sports (SAM)	3200	3156	We are only 50 members away from our target as of November 2016.
	PER	Societies (Unique Members)	6000	6140	We have beaten our target on number of unique members of societies, possibly due to the increase in the number of societies.
	PER	Students involved in enterprise activity	400	20 Pop up market 19 Xmas market 49 total	Data is collected from the Pop up Markets and Christmas market
Opportunities Diversity Reflects Student Body	PER	International	19.5%	12.16%	Data is based on self-defining students, so may not be fully representative.
	PER	Women	61.0%	35.80%	Data is based on self-defining students, so may not be fully representative.
	PER	LGBT	4.8%	7.68%	Data is based on self-defining students, so may not be fully representative.
	PER	BME	27.8%	6.88%	Data is based on self-defining students, so may not be fully representative.
	PER	Disabled	10.9%	4.27%	Data is based on self-defining students, so may not be fully representative.
Strategies for Intl, PG and Nursing developed	PER	No of international students involved in INTL programme	2000	639	Data includes events that were organised by other services in the university where there was interaction between ueajsu and students (approximately 250 students). Data was collected from first hand experience and website event data.

	PER	No of PG students involved in PG programme	1000	659	Data includes events that were organised by other services in the university where there was interaction between uea su and students (approximately 250 students). Data was collected from first hand experience and website event data.
	PER	No of Nursing students involved in Nursing programme	650	500	.... but on target. Through HSC-specific freshers and refresher events, along with in-year events such as pre-placement socials and opportunities for HSC course reps we are hopefully that we will have reached the target for engaged HSC students.
Election Candidates	PER	No of Candidates in main elections	85		Elections will take place in the Spring but planning has already begun. There will be particular emphasis on promoting and preparing BME and International students, as well as continuing some of the work done during the "Yes She Can" campaign.
Election Turnout	PER	Turnout in main elections	3500		Elections will take place in the Spring but planning has already begun. Messages about the elections and the SU more generally will be shared through a marketing, the Student Leadership Programme and, most importantly, through the candidates – who will receive campaigns and engagement training ahead of the elections.
Student Led Events	PER	No Student Led Events	50	24 website events 80 GIAG's 25 DHM 28 BHM 18 external speakers 15 First hand events 8 PGSU events  November 23/2016 total events: 198	Data is based on events (balls, trips, workshops, union campaigns, Give it a Go's, etc.) It does not include socials, meals etc. Information is acquired through first hand interactions, website event data and the give it a go coordinator.
Sports Strategy	MIL	New strategy agreed	Jun 17		This is in our Terms of Reference for the newly formed Student Sport Committee, run by UEA Sport and UEA SU. This is strategy is due as planned.

## ENTERPRISE

	Type	Measured	Target	Where we are	Comments
Retail	PER	Turnover	£3,290,340	£-9k against budget	Drops in bakery, fresh fruit and veg and international foods – bakery Wendy's priority
	PER	GP	33%	32.7% down .3 % on budget but improving from last month	Due to tighter stock controls
	PER	Student Staff Ratio	10.5%	9.48%	Improvement on last month
	PER	NPS Score	Nov 2016/March 2017		
	MIL	Launch value Range	Sep 2016		Launched Wendy will be providing some analysis at DOB
	MIL	Student staff have signed training handbook and TL appraisals	100%	100% handbook	100% of staff have signed handbook – new batch started
All	MIL	Club Catering Launched	Due Q4 Launch Q1 16-17		Hot Dogs we are selling roughly 100 per event still some teething issues around speed of cooking
	MIL	Launch value Range	Sep 2016		Launched Wendy will be providing some analysis at DOB
	MIL	Establish operational checklists and service standards	Sept 2016		Service standards displayed in shop. Some staffing issues with checklists, some resolved one on going
	MIL	Establish targets for E&D in recruitment and selection	Jan 2017		Will set for next round of recruitment
	MIL	Venue Staff trained for GNO GNO Audit in place for LCR, WF & mantra	100% Oct 2017	Training has happened across Venues Audits completed Retail to get training in January 17	GNO Training is continually evolving with new experiences and audits feeding the process.
Bars	PER	Turnover	£1,803,339	Strong welcome week due to increased capacity, 4 extra gigs – pub wet sales continue to decline	

	PER	GP	67%	On target	
	PER	Student Staff Ratio	17%	Coming down to target after 6 week period of out of term trade	
	PER	Contribution	£682,608	Tight controls of costs and labour	
	PER	NPS Score	Nov 2016/March20 17 18	NPS Nov 16 Bars 33	Staff and DOBS reviewing comments for improvements
<b>Unio</b>	PER	Turnover	£427,000	£34k up on budget	Increased spend per transaction from £2.58 to £2.68 and an increase in transaction by 4792 (16.75%) benefits of VAT
	PER	GP	60%	61.4%	In line with expectation
	PER	Student Staff Ratio	21%	26.6%	Improving month by month but still high
	PER	Contribution	£98,500	Up £18k	Student staff costs eating into profitability, however ne manager now in place so these should come der control
	PER	NPS Score	Nov 2016/March20 17 15	31	
	MIL	Measure Q times	Establish and set target Sept 2016	Down from 15 minutes to 8.5 minutes at best at peak times	Q times being monitored, report to go to DOB
<b>Pizza</b>	PER	Turnover	£200,000	Tracking behind budget but improving as the term goes on	
	PER	GP	45%	Close to budget but there is room for improvement	
	PER	Student Staff Ratio	22.50%	Not yet separated from bars in M?A	
	PER	NPS Score	With bars	Positive comments about food, some issues with waiting times when busy	
<b>Ents</b>	PER	Turnover	£1,256,748	Strong freshers programme with increased capacities	
	PER	Student Staff Ratio	5.6%	Waiting for new VMNS show files to identify where over costs lie	
	PER	Security staff ratio	13.2%	Measures have Been Taken to reduce costs and keep within ratio s successfully	
	PER	NPS Score	Tue/Sat Clubs 10 Nov17/Mar17	NPS Tuesdays 36 Saturdays 34	Staff are reviewing comments
	MIL	Events DM (training) manual	Oct 2016	Checklists and training sections are being used and reviewed by duty staff	To be ready and issued in Spring 17
	MIL	Integrate MSL and ABC ticketing	June 2017	Currently finding the obstacles from switching supplier, finding what is possible, what isnt and what can be made possible by	Whilst not an easy task it is viable ith acceptance of certain changes but will need time to make sure all aspects are in hand before fully moving over

				MSL. Many intricate aspects need dealing with. Also looking at cost savings in general by moving supplier against new costs of what MSL are unable to do	
	MIL	Renegotiate VMS contract			
	MIL	Introduce a range of niche bar club events to attract BME and Int students	No of Events per month Event attendance	We have staged a range of niche clubnights on Mondays involving various societies.	Very poor take up and attendance. Re-think required for Spring term
<b>M&amp;BD</b>	PER	Turnover	£220,350	end of year target-on track	
	PER	Student Staff Ratio	14%	On track but errors with Management account	
	PER	Contribution	£40,000	On track	
	PER	50/50 charity/commercial social media output	Sept 2016		First QTR completed new pilot launch
	MIL	Launch MSL	Sept 2016		Completed
<b>Waterfront</b>	PER	Ents Turnover	£455,000		Currently below budget
	PER	Bars Turnover GP	£910,646	On track for end of year budget	Price review in progress, recent price increase in Nov 16
	PER	Bars GP	72.2%	On track	76.6% to end Oct
	PER	Bar Staff Ratio	11.6%	On track	Using a guideline of 10% to stay within KPI
	PER	Ents staff ratio	14.5%		
	PER	Security Staff Ratio	24.2%	On track	
	PER	NPS Score	Meltdown Nov 2016/March 2017	On track	November NPS completed 64% promoter score, 27% passive, 10% detractors
	PER	Meltdown - relaunch	15% increase in avge attendance	Not achieved yet	Branding complete September 16 Promo team recruited Dec 16 Year on year analysis in progress
	MIL	Renegotiate lease	Oct 2016	In progress	

<b>ENABLERS</b>					
	Type	Measured	Target		
<b>ES1 Corporate Governance</b>					
Trustee Board	PER	Attendance	75%		
Trustee Board	PER	Board commissioning of strategy papers	3		
<b>ES2 Health &amp; Safety, Building &amp; Maintenance</b>					
Building Project - Disability	MIL	(11) Completes on time	Oct 2016		Due to be complete by the end of November. Delayed due to problems with the foundations for the new structure
Green Impact	MIL	Board	Silver Standard		Programme altered this year. Silver now the same as "very good". Work has started on this. Submission deadline is 5 <sup>th</sup> May.
<b>ES3 People</b>					
Recommend friend work for us	PER	Staff Survey	80%		Commissioned the new survey. Will take place in early 2017
Appraisals	PER	All perm staff appraisals done quarterly, summary to HRSC	ALL		Happening.
Student Staff PDPs	PER	Spvry Student Staff offered PDPs, target take up	40%		Due to happen after the launch of People HR as we can embed all of the forms work into the system
Wellbeing	PER	Staff agree we take seriously	70%		Waiting on survey, strategy been to HRSC,
<b>ES4 Finance</b>					
Financial Performance against budget	PER	Board Reporting	Net Operating Income		Q1 £159k vs £10k budget = +£149k
Cash Performance versus budget	PER	Board Reporting (Cashflow)	Exceeds		Q1 Cash generation +£930k and £965k above budget
Monthly management accounts	PER	Issued to Management team for comment	Within 15 days month end		Issued
<b>ES5 ICT and Web</b>					
Office 365 Training	MIL	Staff completing	80%		Still waiting on UEA
Website	PER	Percentage members registered online	70%		
<b>ES6 MarComms</b>					
Social Media	PER	% Social Media Non Commercial Messaging	50%		
Quality Conversations	PER	QCs per week average term time	200		
<b>ES7 Equality &amp; Diversity</b>					
Staff believe we value E&D	PER	Engagement Survey	70%		
Employee targets	PER	Career staff within 20% of local diversity			
		Career Staff Gender	51%		
		Career Staff Ethnicity	3.5%		
	PER	Student staff within 10% of student diversity			
		Student Staff BME	27.40%	19.72%	Mid year analysis- see addendum
		Student Staff Gender	61.01%	59.15%	Mid year analysis- see addendum
		Student Staff Disability	11.90%	09.86%	Mid year analysis- see addendum
		Student Staff International	28.55%	19.72%	Mid year analysis- see addendum
		Student Staff Sexuality	14.10%	17.84%	Mid year analysis- see addendum
<b>HOUSING</b>					
Home Let TF (Tenant Find)	PER	Count	21	13	Still multiple weeks for landlords to register
Home Let FM (Fully Managed)	PER	Count	22	16	Still multiple weeks for landlords to register
Accreditation Scheme	PER	Count	590	327	Still multiple weeks for landlords to register

### Student Staff Diversity Nov 16 Update

	General	Venues	Retail	Unio	Office	University
Male	38.97%	45.00%	24.00%	36.36%	42.86%	
Female	<b>59.15%</b>	52.50%	74.00%	63.64%	57.14%	<b>61.00%</b>
Other	01.41%	02.50%	02.00%	00.00%	00.00%	
Straight	82.16%	82.5%	86.00%	77.27%	76.19%	85.90%
Others	<b>17.84%</b>	17.5%	14.00%	22.73%	21.81%	<b>14.10%</b>
Disability	<b>09.86%</b>	07.50%	12.00%	04.55%	23.81%	<b>11.90%</b>
Non Disability	90.14%	92.50%	88.00%	95.45%	76.19%	
GB	80.28%	88.33%	68.00%	81.82%	61.90%	71.45%
Non GB	<b>19.72%</b>	11.67%	32.00%	18.18%	38.10%	<b>28.55%</b>
White	80.28%	85.00%	76.00%	81.82%	61.90%	76.2%
Non	<b>19.72%</b>	15.00%	24.00%	18.18%	38.10%	<b>27.4%*</b>
CT Exempt	84.83%					
Not	15.17%					
Caring	4.27%					
Not	95.73%					

\*

	General	University
HOME BAME	<b>12.87%</b>	<b>10.60%</b>

**TB685\***

**Quality Students' Unions Part B: Recommendations and Response**

This paper details QSU:B auditor recommendations and then details management action that will be taken in the next six months to address the recommendation.

<b>Strategic Planning</b>		<b>SMT</b>
Recognition that there is a single, over-arching plan would give greater assurance to staff they are moving in the right direction and leverage an even greater sense of unity across the organisation. This would also help the whole staff group understand the key impacts which will be used to measure success.	The critique here centres on the proliferation of plans- the overall strategy, enabling strategies, departmental plans and cross cutting plans like PG / Nursing. We will take steps to rationalise/simplify making clear the link between departmental/individual plans and the overall SU strategy.	JD
The Union must seek to maintain a drive for improvement through a further cycle of strategic review and planning or else risk losing the status in a future assessment.	This is already embedded in our annual strategic cycle.	JD
<b>Relationships and Partnerships</b>		
The Union should use the next strategic planning cycle to extend the work begun to use segmentation analysis to build meaningful relationships across the whole membership through services and tailored communications.	Toby has been discussing joint funding with UEA for further work although there have been delays at the UEA end. We have recreated the basic analysis in ASS 2016 and will use to influence strategy and dept plans in 2017.	TC
A formal reputation management strategy could embed the good work developed in this area, with regular measurement to inform continuous improvement.	This will be developed in light of press difficulties in Q1 and response to the stakeholder perception survey. March Board.	JD
<b>Governance</b>		
The visibility of the Sub-Committee membership and activity was not as high as other aspects of the Board; this includes the Management Committee itself. The sub committees are listed on the Union website, but during the visit, there were few references to their active role. The Union should assure itself of the relevance and ensure optimum value from this governance vehicle.	This refers to the HR and Finance Sub Committees which are a key focus of Toby's objectives this year	TC
The Union should consider linking the Risk Register to the current strategic objectives and activity; often undertaken through a Strategic Risk Register separate to the Operational Risk Register. The risk register may benefit from a heat map to visually display the impact of controls between inherent and residual risk.	The first element of this is presented to this Board- we will consider the separation of registers and heat map recommendations for the March Board	TC
<b>Democracy</b>		
In meeting with members, it was noted that there is still much work to be undertaken to communicate the roles of elected student leaders. The Union should find opportunities to raise awareness of the work undertaken and impact it is having on relevant student groups.	This forms a key part of the "Bursting the Union Bubble" project referred to elsewhere in the papers.	JD
There was also during the visit that highly engaged students still had limited knowledge of how Union Council operated. The Union should regularly examine the value this structure to students daily lives and fulfil the Unions main Purpose.	See above. SOC Review ongoing.	JD
The Union may want to consider the functionality of the website to make engagement with Union Policy work as dynamic as possible. Innovative use of social media could enhance the updates and opportunity to link with elected officers further around policy work.	See above. Particular focus on officer blogs (see front of uea.su)	JD
<b>People</b>		
To continue with the aims to be excellent in this component, the Union should still strive to embed staff development and formal appraisal and objective setting across the whole staff team, specifically including student and part-time staff.	The recommendation on Student Staff forms a key element of the strategy in 16-17	TC

The Union should place additional focus on evaluating the success of staff communications and engagement. This may benefit from external expertise, as the Union is currently coming out of a significant change programme and will want to ensure engagement with the culture is supporting the principles and vision of the organisation.	We will continue to engage in the NUS Staff Engagement Survey and have begun to use student staff engagement.	TC
<b>Communication</b>		
The communications strategy for the Union should be evaluated to ensure that the relevancy of the Union is embedded across all student segments.	Specific piece of project work and following data from ASS will be delivered for March Board	TC
The Union should consider how embedded the methods of communication are in the strategic business cycle of the organisation. A further cycle of planning, delivery and evaluation will demonstrate how far the individual segments are engaging fully with the Union and its brand identity.	See above	TC
The Union should continue to examine how the Quality Conversation initiative can be resourced sufficiently to have the desired outcomes for organisations leadership.	A review has taken place with revised arrangements for 16-17	JD
<b>Services</b>		
The Union should develop an evaluation of where new partnerships could be used to leverage a greater impact on students. This could include opportunities away from the campus where the Union has strong ambitions to serve students further.	This forms a key part of the community and city elements of the strategy for 16-17	JD
The space granted to the Union for retailing should be given some thought, as students and staff both reflected on the opportunity this could give to improve the service available for students.	We have opened discussions with UEA on this and expect news soon. Already delivered enhanced storage space for retail.	JD
<b>Participation</b>		
Members understanding of how to participate should be further embedded in student life, and the Unions plans could evolve through cross-referencing of each segment against participation.	We are making sound progress in this area with students now being asked key segmentation questions at website registration to enable tracking	JD
Work to understand the nature of participation with different student groups across the curriculum could be a high profile development going forward. The Union may consider collaborations with other SUs to establish and model best practice, particularly for students on placement within healthcare services.	We will consider appropriate collaborations here and report with plan to July Board	JD
<b>Representation and Campaigning</b>		
The Union could consider developing some form of metrics for assessing the success of representations made to different forums across the curriculum. This could potentially support future development of the representation model at UEA.	This is in the plan for 16-17 where we will review the COP for SR	JD
Any assessment of representation activity should consider the nature of this work in the Faculty of Medicine and Health Sciences, where the Union could become sector-leading with the enthusiasm and resource in this area.	This is in the plan for 16-17	JD
<b>Review and Evaluation</b>		
To achieve the Excellent level, the Union should continue to embed and gain value from the new performance indicators.	Ongoing	JD
The Union should consider how available and accessible the performance data is which can inform the ongoing planning and development of Union services.	We will consider how best to do this in the revised Comms plan report to Mar Board	JD
<b>Context</b>		
The Union could give consideration to methods which blend the current feedback mechanisms with foresight work to ensure that it is in a good	This already forms a key part of the Strategy for 16-17	JD

position to anticipate the requirements of its future students.		
The Union could consider how a link between formal governance and democratic engagement (which tends towards issue-based campaign ideas) can set a broader context for strategic planning.	We think this is already in place but was poorly evidenced for QSUB	JD
<b>Impact</b>		
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."	We will consider these recommendations in detail taking in practice from other Unions with a recommendation to Mar Board	TC
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.		TC

# paper

Subject:	<b>15-16 Year End Accounts</b>
Produced by:	Tim Cave, Head of Finance
To:	Board
Date:	15 <sup>th</sup> December 2016
Action:	For information
Paper:	TB687
Status:	Open
Purpose:	To receive the draft year end accounts for the Group, WF Ltd and SUS Ltd ahead of the presentation from the Auditors due at the March meeting.

## Attachments

Draft NUMBERS ONLY accounts in annual accounts format for

- Consolidated Union of UEA Students Limited
- Students' Union Services Limited (Subsidiary)
- Waterfront (Students' Union Services) Limited (Subsidiary)

*There has been opportunity for the Finance Committee to review the numbers in greater detail and raise questions directly with the Head of Finance.*

## Status of Accounts process

The focus on the first part of the process is the completion of basic accounts and audit work confirming the 'result' for the year to July 2016.

Outstanding issues at this point are therefore

- Completion of Trustee / Directors reports for each entity [*\* see Reserves Policy under 3) below*]
- Completion of disclosure notes
- Final review of accounts for compliance
- Tax computations and any resulting covenanting of taxable profits.
- Clearance of outstanding audit points including
  - Full reconciliation of supplier statement with UEA as related party
  - Staff costs note
  - Review of Fixed Assets note classification to reflect refurbishment.
- Audit Findings Report (to be presented at March Board)

## Key Points to note in Draft accounts

1) Net Movement in Funds.

The audited result shows Net Incoming Resources of £33k. This is closely in line with the initial result presented to Board in September, with the addition of a charge to the accounts to reflect the write-off of net assets transferred to the UEA as a result of the transfer of responsibility for the provision of sports.

Net Incoming Resources per September Board                      £100k

Less asset write-down	
Whittlingham boathouse	£(50)k
Sundry Sports equipment	£(15)k
Net other adjustments	<u>£( 2)k</u>
Net Incoming Resources per Draft Accounts	£33k

There were a number of adjustments to the accounts in respect of various additional accruals, reconciliation of balances and firming up on provisional estimates, which will be shown in the Audit Findings Report.

## 2) Net Deficit on Unrestricted Funds and restated prior year

Under new accounting standards, (*FRS 102 is a single reporting standard of 350 pages, which replaces all extant FRSs, SSAPs and UITF Abstracts. It is based on the IFRS for SMEs, however the text of the IASB's standard has been amended in some significant respects in order to comply with the Companies Act*) all Students' Unions have been required to introduce some new reporting standards and recognise liabilities that have previously been excluded.

As previously discussed this includes the significant pension liability for the SUSS pension scheme and additional accruals for casual staff paid in arrears and holiday pay for permanent staff.

When introduced for the first time the convention is to amend both opening and closing balance sheets (as if the liabilities always existed) and the 2015 Balance sheet has therefore been amended as follows:-

Accumulated Unrestricted Funds per 2015 Accounts	£ 1,681k
Less Pension Deficit SUSS	£(2,010)k
Payroll related accruals	<u>£( 76)k</u>
Accumulated Unrestricted Funds 2015 per 2016 Accounts	£( 405)k.

It is important to note that these liabilities already existed but were not required to be recognised under existing accounting guidelines.

## 3) Cash position

The final value of cash at bank and in hand (cash on premises being c. £50k) was £1,225k. However due to the business model whereby the Social Enterprise businesses trade in cash and pay for goods in arrears, and additionally hold advance ticket sales pending settlement, this cash is matched by short-term liabilities as follows:-

Trade Creditors (supplier invoices unpaid)	£ 553k
Accrued expenses (costs incurred but not yet invoiced)	£ 215k
Advance ticket sales and deferred income	£ 455k
VAT payable (quarterly in arrears)	£ 132k
Other (payroll, Landlord deposits, pensions)	<u>£ 158k</u>
Total	£1,513

In addition the restricted funds for Clubs and Societies account for £194k of the cash balance at 31 July.

#### 4) Reserves Policy

It was previously resolved to engage the Auditors in a discussion over an appropriate reserves policy in the light of the negative restricted fund reserve.

This discussion has not yet been concluded, awaiting finalisation of the results, and will be progressed in conjunction with the Finance Committee ahead of a decision as part of the Accounts sign-off process in March.

There is a potential conflict between the amount of cash held in the Union and the lack of reserves, although as noted in the October accounts paper this is explained by the amount of net current liabilities that the business model generates.

Key elements to the discussion will be

- A review of the current costs against which a reserve is required
- Treatment of the Pension deficits in the reserve policy
- The appropriateness of using going-concern and working capital considerations as mitigating factors in maintaining a negative reserve position.

#### 5) Restricted Funds

The Charity accounts format dictates that the Union separates Restricted and Unrestricted Funds within the Statement of Financial Activities (SoFA).

Restricted funds are those with funding that cannot be used for general purposes and in the case of UEASU comprise

- Building Projects – Income for the refurbishment of Union House and Shop which match Fixed Asset expenditure. This is subsequently depreciated through the SoFA over the estimated useful life (hence a large current surplus or reserve)
- Clubs and Societies Income and expenditure 'ring-fenced' but held as cash within the Union accounts
- Sundry other directly funded activities funded by Alumni 'Annual Fund', other grants or funds held for specific activity.

These other reserves have been adjusted by £38k to reflect an incorrect allocation made when the funds were first allocated in 2014 between Additional Capital Grants and Other Restricted Funds.

It can be seen that the vast bulk of the Union assets are held as restricted Funds due to the nature and size of the Union House refurbishment project.

#### 6) Write-down in Investment in Union Limited i.r.o. Student Union Services Limited

Although not impacting on the Consolidated Result, the Investment held by the Union for Student Union Services Limited has been reduced by £650k to bring it in line with the Net Asset value of the Subsidiary Company. This corrects a historic anomaly arising over a period of time and brings the overall reserves position of the Union of UEA Students Limited more in line with the Group.

#### 7) Results of Subsidiary Companies

As previously discussed, the final profits of the Subsidiary Companies are determined by allocations of costs and management charges not reflected in the Management Accounts.

In addition, any taxable profits will be covenanted to the Union. Any final adjustments to reflect this will depend upon tax computations currently under consideration by Crowe Clarke Whitehill

**THE UNION OF UEA STUDENTS  
DRAFT (NUMBERS ONLY)  
ANNUAL REPORT AND ACCOUNTS**

**FOR THE YEAR ENDED**

**31 JULY 2016**



The Union of UEA Students

Consolidated Statement of Financial Activities  
For the Year ended 31st July 2016

Notes	2016		Total Funds	Year ended 2015
	Unrestricted Funds	Restricted Funds Building project		
	£	£	£	£
<b>INCOMING RESOURCES</b>				
<i>Voluntary Income</i>				
University Grants	597	-	597	6,144
Donation of accommodation	742	-	742	745
<i>Charitable activities for students</i>				
Membership Fees	142	-	142	126
Contributions from Club and Society Members	-	-	548	389
<i>Activities to generate Funds</i>				
Commercial trading operations	8,468	-	8,468	7,889
Interest received	4	-	4	4
Other operating Income	37	-	37	52
<b>Total Incoming resources</b>	<b>9,990</b>	<b>-</b>	<b>10,538</b>	<b>15,349</b>
<b>RESOURCES EXPENDED</b>				
<i>Costs of generating funds</i>				
Commercial trading operations	8,421	-	8,421	7,958
<i>Charitable activities for students</i>				
Representation	712	-	712	637
Students Support Services	218	-	218	310
Sports Association, Clubs and Societies	542	-	542	554
Communications	-	-	-	208
Club and Society Expenses	-	-	504	398
Expenditure against Grants	-	256	7	234
Governance costs	-	-	-	16
<b>Total Resources Expended on Ordinary Activities</b>	<b>9,893</b>	<b>256</b>	<b>10,660</b>	<b>10,315</b>
<b>NET (OUTGOING) INCOMING RESOURCES ON ORDINARY ACTIVITIES</b>	<b>97</b>	<b>(256)</b>	<b>37</b>	<b>5,034</b>
Pension Deficit payments (credit)	-	-	-	(379)
Costs associated with Union House refurbishment	-	-	-	(70)
Transfer of Sports assets	(64)	-	(64)	-
<b>Total resources Expended on Non-Operating Activities</b>	<b>(64)</b>	<b>-</b>	<b>(64)</b>	<b>(449)</b>
<b>NET (OUTGOING) INCOMING RESOURCES</b>	<b>33</b>	<b>(256)</b>	<b>37</b>	<b>4,585</b>
<b>NET MOVEMENT IN FUNDS</b>	<b>33</b>	<b>(256)</b>	<b>37</b>	<b>4,585</b>
Fund Balances at 1 August 2015 (restated)	(405)	5,743	200	953
<b>FUND BALANCES AT 31 July 2016</b>	<b>(372)</b>	<b>5,487</b>	<b>237</b>	<b>5,538</b>

The Union of UEA Students

Union and Consolidated Balance Sheet as at  
For the Year ended 31st July 2016

	Notes	Group		Union	
		2016 £	2015 amended £	2016 £	2015 amended £
<b>FIXED ASSETS:</b>					
Tangible assets		7,142	6,017	5,554	4,322
Investments				2,700	3,350
		<u>7,142</u>	<u>6,017</u>	<u>8,254</u>	<u>7,672</u>
<b>CURRENT ASSETS:</b>					
Stocks		185	167	-	-
Debtors		434	3,300	1,352	3,780
Cash at bank and in hand		1,225	449	92	62
		<u>1,844</u>	<u>3,916</u>	<u>1,444</u>	<u>3,842</u>
<b>CURRENT LIABILITIES</b>					
Amounts falling due within one year		1,513	2,249	2,379	3,282
		<u>1,513</u>	<u>2,249</u>	<u>2,379</u>	<u>3,282</u>
<b>NET CURRENT ASSETS/ (LIABILITIES)</b>		<b>331</b>	<b>1,667</b>	<b>(935)</b>	<b>560</b>
<b>LIABILITIES FALLING DUE AFTER MORE THAN ONE YEAR</b>					
Pension Deficit - UEASS		(112)	(136)	(112)	(136)
Pension Deficit - SUSS		(2,010)	(2,010)	(2,010)	(2,010)
<b>TOTAL ASSETS LESS CURRENT LIABILITIES:</b>		<b>£ 5,351</b>	<b>£ 5,538</b>	<b>£ 5,197</b>	<b>£ 6,086</b>
<b>RESTRICTED FUNDS</b>					
Club and Society Funds		194	150	194	150
Other Grant funding		5	50	5	50
Projects funded by Grant		5,525	5,743	5,525	5,743
<b>UNRESTRICTED FUNDS</b>					
Accumulated Funds		(373)	(405)	(527)	143
		<u>£ 5,351</u>	<u>£ 5,538</u>	<u>£ 5,197</u>	<u>£ 6,086</u>

The Union of UEA Students

Consolidated Cash Flow Statement  
For the Year ended 31st July 2016

	Notes	Year to July 2016 £	Year to July 2015 £
<b>Net Cash Flow from operating activities</b>	1	2,570	(2,423)
<b>Net cash inflow to restricted funds</b>		(219)	5,318
<b>Returns on investments and servicing of finance</b>	2	4	4
<b>Capital Expenditure</b>	2	(1,578)	(4,013)
<b>Decrease in cash in the period</b>		<u>777</u>	<u>(1,114)</u>
<hr/>			
<b>Reconciliation of net cash flow to movement in net funds</b>	3		
<b>Decrease in cash in the period</b>		777	(1,114)
Cash outflow from change in debt and lease financing			0
Change in net funds resulting from cash flows		<u>777</u>	<u>(1,114)</u>
Movement in net funds in the period		777	(1,114)
<b>Net funds at 1 August 2015 (2014)</b>		449	1,563
<b>Net funds at 31 July 2016 (31 July 2015)</b>		<u>£1,226</u>	<u>£449</u>

Notes to the Consolidated Cash Flow Statement  
For the Year ended 31st July 2016

1 RECONCILIATION OF OPERATING PROFIT TO NET CASH INFLOW FROM OPERATING ACTIVITIES

	Year to July 2016	Year to July 2015
	£	£
Total Net (outgoing)/incoming resources	(122)	5,034
Less (Outgoing)/Incoming Restricted funds	219	(5,318)
Less Interest Received	(4)	(4)
<b>Operating (Deficit)/Surplus</b>	<b>93</b>	<b>(288)</b>
Depreciation Charges	439	266
NBV of disposed assets	14	-
Prepaid pension deficit contributions	-	(379)
Transfer of Sports assets	(64)	-
Decrease/(Increase) in stocks	(18)	(34)
(Increase)/Decrease in debtors	2,866	(3,010)
Increase/(Decrease) in creditors	(736)	1,046
Decrease in long term liabilities	(24)	(24)
<b>Net Cash outflow from operating activities</b>	<b>2,570</b>	<b>(2,423)</b>

2 ANALYSIS OF CASH FLOWS FOR HEADINGS NETTED IN THE CASH FLOW STATEMENT

	2016	2015
	£	£
<b>Returns on investments and servicing of finance</b>		
Interest received	4	4
<b>Net cash inflow for returns on Investments and servicing of finance</b>	<b>4</b>	<b>4</b>
<b>Net cash inflow to restricted funds</b>	<b>(219)</b>	<b>5,318</b>
<b>Capital Expenditure</b>		
Purchase of tangible fixed assets - unrestricted funds	(79)	(58)
Purchase of tangible fixed assets - restricted funds	(1,499)	(3,955)
<b>Net cash outflow for capital expenditure</b>	<b>(1,578)</b>	<b>(4,013)</b>

The Union of UEA Students

Notes to the Consolidated Cash Flow statement  
For the Year ended 31st July 2016

3 ANALYSIS OF CHANGES IN NET FUNDS

	31.7.15	Cash Flow	31.7.16
	£	£	£
<b>Net cash:</b>			
Cash at bank and in hand	449	776	1,225
Total	<u>£ 449</u>	<u>776</u>	<u>£ 1,225</u>

**Analysed in Balance Sheet**

Cash at bank and in hand	449	1,225
	<u>£449</u>	<u>£1,225</u>

**The Union of UEA Students**

**Notes to the Consolidated Financial Statements  
For the Year ended 31st July 2016**

**FINANCIAL PERFORMANCE OF THE UNION**

	Note	Year to July 2016	Year to July 2015
<b>INCOME</b>			
University Block grant		397	383
University repairs and Utilities Grant		200	200
Donation of accommodation		742	745
Additional Capital Grants		-	5,561
INTO Fees		27	31
Membership Fees		142	126
Other Income		10	21
Interest Received		1	
		<hr/>	<hr/>
		1,519	7,067
Rent & Service Charges from Subsidiary Companies		999	389
Contributions from Club and Society members		548	943
		<hr/>	<hr/>
		3,066	8,399
Expenditure on charitable activities		1,470	1,708
Expenditure recharged to Subsidiary Companies		999	943
Club and Society Expenses		504	398
Governance		-	16
Restricted Fund expenditure grants		263	234
Restructuring costs			50
Asset write down - Investment		650	
Asset write down - Transfer of Sports to UEA pension deficit		64	379
		<hr/>	<hr/>
		<u>(884.0)</u>	<u>4,671</u>

The Union of UEA Students

Notes to the Financial Statements  
For the Year ended 31st July 2016

Financial Performance of the Union

The summary financial performance of the subsidiary companies is:

	Year to July 2016		Year to July 2015	
	SUS £	WF £	SUS £	WF £
Turnover	6,974	1,495	6,576	1,314
Cost of Sales and Administrative Costs	(7,872)	(1,547)	(7,618)	(1,303)
Rent and Service Charges paid to the Union	924	75	910	33
Interest receivable	3	-	4	-
Profit/(Loss) for the year	<u>29</u>	<u>23</u>	<u>(128)</u>	<u>44</u>
Covenanted payments to the Union				
retained in Subsidiary companies	<u>29</u>	<u>23</u>	<u>(128)</u>	<u>44</u>

The assets and liabilities of the companies were

Fixed Assets	1,709	6	1,688	6
Current Assets	2,577	342	2,361	473
Current Liabilities	(1,475)	(227)	(1,371)	(354)
	<u>2,811</u>	<u>121</u>	<u>2,678</u>	<u>125</u>
Aggregate share capital and reserves	<u>2,811</u>	<u>121</u>	<u>2,678</u>	<u>125</u>

**The Union of UEA Students**

**Notes to the Financial Statements  
For the Year ended 31st July 2016**

**THE UNION OF UEA STUDENTS  
OPERATIONAL EXPENSES**

	Year to July 2016		Year to July 2015	
	£	£	£	£
<b>Representation - incl Membership services and officers</b>				
Employment Costs	483		425	
Internal Democracy	15		13	
Professional Fees	15		21	
Conferences	14		8	
NUS Affiliation	19		17	
Schools / Teaching awards	5		6	
Campaigns	7		10	
Central Overhead costs	<u>154</u>		<u>137</u>	
		712		637
<b>Student Support Costs - Advice Centre, Peer Support</b>				
Employment Costs	149		195	
Peer Support Groups	1		1	
Miscellaneous Expenses	4		4	
Nightline	2		1	
Depreciation	0		2	
Stationery & Telephone	0		2	
Central Overhead costs	<u>62</u>		<u>105</u>	
		218		310
<b>Sports Association, Clubs and Societies</b>				
Employment Costs	141		155	
Annual Club Affiliations and Facility Hire			-	
Sports Association Expenses	340		296	
Individual Clubs & Societies Expenditure	-2		27	
Vehicle Fleet Running Costs	9		18	
Depreciation	8		8	
Central Overhead costs	<u>46</u>		<u>50</u>	
		542		554
<b>Communications</b>				
Employment Costs	-		125	
Website	-		16	
Union Handbook	-		7	
Miscellaneous Expenses	-		2	
Central Overhead costs	<u>-</u>		<u>58</u>	
		0		208
<b>Governance</b>				
Employment costs		0		24
Central Overheads				

The Union of UEA Students

Notes to the Financial Statements  
For the Year ended 31st July 2016

2 TRADING ACTIVITIES	Year to July 2016		Year to July 2015	
	£	£	£	£
<b>Retail Services</b>				
Retail Shops	3,302		3,302	
Travel Bureau				
		3,302		3,302
<b>Licensed trade</b>				
Bars	2,718		2,718	
Games Machines	29		29	
Entertainment	1,640		1,640	
		4,387		4,387
<b>Marketing</b>		98		98
<b>Other Income:</b>				
Sundry Income		681		102
	£	8,468	£	7,889
<b>4 OPERATING SURPLUS</b>				
The operating surplus is stated after charging:		£		£
Depreciation		439		266
Auditors remuneration		19		19
<b>5 INTEREST RECEIVABLE</b>		£		£
Bank Interest		£ 4		£ 6
<b>6 COST OF GENERATING FUNDS</b>				
Trading Activities Cost of Sales		4,263		5,311
Trading Expenses		5,157		3,184
Non operating costs				314
	£	9,420	£	8,809
<b>7 TAXATION</b>				

All taxable profits of Students' Union Services (East Anglia) Limited and Waterfront - Student Union Services Limited are transferred to the Union of UEA Students under properly executed deeds of covenant. Therefore neither subsidiary will be liable to any tax in the foreseeable future.

The Union of UEA Students is exempt from corporation tax owing to its charitable status

The Union of UEA Students

Notes to the Financial Statements  
For the Year ended 31st July 2016

Central Overhead Costs

		Year to July 2016			
		staff	premises	other	total
Representation	58.8% -	38	179.9	11.8	154
Student Support Services	23.7% -	15	72.5	4.7	62
Sports Association, Clubs & Societies	17.5% -	11	53.6	3.5	46
Communications	-	-	-	-	-
Governance	-	-	-	-	-
Recharged to subsidiary companies		399	600		999
	100.0%				
		335	906	20	1,261

		Year to July 2015			
		staff	premises	other	total
Representation	37.2%	35	80	22	137
Student Support Services	28.7%	27	61	17	105
Sports Association, Clubs & Societies	13.8%	13	29	8	50
Communications	15.7%	15	34	9	58
Governance	4.6%	4	9	3	16
Recharged to subsidiary companies		140	700	103	943
	100.0%	0	0	0	0
		0	0	0	0
		234	913	162	1,309

Other costs comprise the following

	2016	2015
Printing stationery & telephone		29
Repairs & Renewals of office equipment		49
Insurance		22
Legal & Professional fees		68
Audit fee		5
Bank charges		1
Depreciation		13
Miscellaneous		-13
		174

The Union of UEA Students

Notes to the Financial Statements  
For the Year ended 31st July 2016

RECONCILIATION OF ACCUMULATED FUNDS - GROUP

	Year to July 2016 £	Amended Year to July 2015 £
Opening balance	( 405 )	2,414
Transfer from Income & Expenditure Account	33	( 733 )
Pension Deficit - SUSS		( 2,010 )
Staff costs accrual		( 76 )
<b>Closing Accumulated funds</b>	<b>( 372 )</b>	<b>( 405 )</b>

The Union of UEA Students

Notes to the Financial Statements  
For the Year ended 31st July 2016

**TANGIBLE FIXED ASSETS**

**GROUP**

	New Building £	Property Improvements £	Capital work-in-progress	Equipment £	Motor Vehicles £	Totals £
<b>COST:</b>						
At 1 August 2015	1,000	3,977	2,839	1,902	49	9,767
Additions	-	1,499	-	79	-	1,578
Transfer	-	2,839	2,839	-	-	-
Disposals	-	-	-	(212)	-	(212)
At 31 July 2016	1,000	8,315	-	1,769	49	11,133
<b>DEPRECIATION:</b>						
At 1 August 2015	220	1,728	-	1,753	49	3,750
Charge for year	20	375	-	44	-	439
Eliminated on disposals	-	-	-	198	-	(198)
At 31 July 2016	240	2,103	-	1,599	49	3,991
<b>NET BOOK VALUE:</b>						
At 31 July 2016	760	6,212	-	170	-	7,142
At 31 July 2015	780	2,249	2,839	149	-	6,017

**UNION**

	Property Improvements £	Capital work-in-progress £	Equipment £	Motor Vehicles £	Totals £
<b>COST:</b>					
At 1 August 2015	1,615	2,839	438	49	4,941
Additions	1,499	-	31	-	1,530
Transfer	2,839	2,839	-	-	-
Disposals	-	-	(212)	-	(212)
At 31 July 2016	5,953	-	257	49	6,259
<b>DEPRECIATION:</b>					
At 1 August 2015	247	-	323	49	619
Charge for year	263	-	21	-	284
Eliminated on disposals	-	-	(198)	-	(198)
At 31 July 2016	510	-	146	49	705
<b>NET BOOK VALUE:</b>					
At 31 July 2016	5,443	-	111	-	5,554
At 31 July 2015	1,368	2,839	115	-	4,322

The Union of UEA Students

Notes to the Financial Statements  
For the Year ended 31st July 2016

STOCKS

	UNION		GROUP	
	2016 £	2015 £	2016 £	2015 £
Goods for Resale	£ -	£ -	£ 185	£ 167

DEBTORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	UNION		GROUP	
	2016 £	2015 £	2016 £	2015 £
Trade Debtors	14	10	177	94
VAT				143
Amounts due from group undertakings	1,264			
Prepayments and Accrued Income	74	199	257	3,063
Prepaid Pension SUSS				
Other Debtors		40		
	£ 1,352	£ 249	£ 434	£ 3,300

CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	UNION		GROUP	
	2016 £	2015 £	2016 £	2015 £
Group undertakings	1,867	1,842	-	
Trade Creditors	249	286	553	631
Pension Contributions				
VAT	74		132	
Other Taxes and Social Security Costs	43	69	43	69
Accruals and Deferred Income	122	1,061	761	1,525
UEASSS Pension Deficit	24	24	24	24
	£ 2,379	£ 3,282	£ 1,513	£ 2,249

CREDITORS: AMOUNTS FALLING DUE AFTER ONE YEAR

SUSS Pension Deficit	2,010	2,010	2,010	2,010
UEASSS Pension Deficit	£ 112	£ 136	£ 112	£ 136
	2,122	2,146	2,122	2,146

**RESTRICTED FUNDS**

The restricted funds can only be expended by the elected committee of the club or society for the benefit of the members of that club or society in accordance with the club or society aims

	Balance at 1st August 2015	Incoming Funds	Amounts Expended	Transfers	Balance at 31 JULY 2016
	£	£	£	£	£
Clubs and Societies	150	548	504	-	194
Other restricted funds	50		7	38	5
Additional Capital Grants - shop	402	-	48		354
Additional Capital Grants - UH Refurb	5,341	-	208	38	5,171
	<u>£5,943</u>	<u>£548</u>	<u>£767</u>	<u>£0</u>	<u>£5,724</u>

Transfer represents correction to split of restricted funds bf at 1 August 2014

The Union of UEA Students

Notes to the Financial Statements  
For the Year ended 31st July 2016

NET ASSETS OF THE FUNDS OF THE UNION AND GROUP

The net assets of the Union belong to the various funds as follows

UNION	Fixed Assets	Investments	Net Current Assets	Long Term Liabilities	Fund Balances
	£	£	£	£	£
Restricted Funds					
Club and Society Funds			194		194
Assets Funded by specific grants	5,462		63		5,525
Other Funds			5		5
Unrestricted Funds:					
Other funds	92	2,700	(1,197)	(2,122)	(527)
	£ 5,554	£ 2,700	£( 935)	-£ 2,122	£ 5,197

Check BS	5,554	2,700	(935)	(2,122)	5,197
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The net assets of the group belong to the various funds as follows

GROUP	Fixed Assets	Investments	Net Current Assets	Long Term Liabilities	Fund Balances
	£	£	£	£	£
Restricted Funds					
Club and Society Funds			194		194
Assets Funded by specific grants	5,462		63		5,525
Other Funds			5		5
Unrestricted Funds:					
Other funds	1,680	0	69	(2,122)	(373)
	£ 7,142	£ -	£ 331	-£ 2,122	£ 5,351

Check BS	7,142	0	331	(2,122)	5,351
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The Union of UEA Students

Notes to the Consolidated Financial Statements  
For the Year ended 31st July 2016

**8 SURPLUS ON ORDINARY ACTIVITIES**

	Note	Year to July 2016 £	Year to July 2015 £
The consolidated surplus consists of			
Students' Union Services (East Anglia) Ltd	9	29	(412)
Waterfront - Student Union Services Limited	17	23	(59)
The Union of UEA Students	22	(884)	199
		<u>(832)</u>	<u>(273)</u>
Less Covenants received in Union of UEA Students			
		<u>£(832)</u>	<u>(273)</u>

**9 Students' Union Services (East Anglia) Ltd**

	Note	Year to July 2016 £	Year to July 2015 £
Retail Outlets - Contribution		374.3	500.6
Travel Shop - Contribution		-	
Games Machines - Contribution		2.7	22.8
Union Bars - Contribution		744.6	320.7
Entertainments - Contribution		(41.4)	(6.0)
Marketing - Contribution		16.6	97.8
Lettings Agency		56.0	(19.5)
<b>NET CONTRIBUTION</b>		<u>1,152.8</u>	<u>916</u>
Deduct Management charge payable to The Union		(324.1)	(310.4)
Net Administration Costs		(800.0)	(734.4)
Restructuring Costs			
<b>NET OPERATING PROFIT FOR THE YEAR</b>		<u>28.7</u>	<u>(128.8)</u>

The Union of UEA Students

Notes to the Consolidated Financial Statements  
For the Year ended 31st July 2016

17 WATERFRONT - STUDENT UNION SERVICES LIMITED - PROFIT

	Note	2016 £	2015 £
Bars - Contribution		479.7	380.5
Entertainments - Contribution		(219.4)	(132.2)
Games Machines - Contribution		1.2	0.5
		<hr/>	<hr/>
<b>NET CONTRIBUTION</b>		261.5	248.8
Deduct Management charge payable to The Union		(75.0)	(33.0)
Net Administration Costs		(163.8)	(171.7)
Restructuring Costs			
		<hr/>	<hr/>
<b>NET OPERATING PROFIT FOR THE YEAR</b>		22.7	44.1
		<hr/> <hr/>	<hr/> <hr/>

**REPORT OF THE DIRECTORS AND  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 JULY 2016  
FOR**

**STUDENTS' UNION SERVICES (EAST ANGLIA) LIMITED**



**DRAFT - NUMBERS ONLY**

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FOR THE YEAR ENDED 31 JULY 2016**

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Students' Union Services (East Anglia) Limited

Profit and Loss Account  
FOR THE YEAR ENDED 31 JULY 2016

		year ended 31.07.16		15 months ended 31.07.15	
	Note:	£	£	£	£
<b>TURNOVER</b>	1,2		6,690,153		6,307,371
Cost of Sales			3,634,017		3,320,939
<b>GROSS PROFIT</b>			<u>3,056,136</u>		<u>2,986,432</u>
			46%		47%
Operational Expenses:					
Employment Costs		1,712,281		1,850,765	
Premises Costs		639,740		702,055	
Depreciation		151,478		168,635	
Administrative and Other Expenses		810,708		665,454	
			<u>3,314,207</u>		<u>3,386,909</u>
			(258,071)		(400,477)
Other operating income	3		283,307		268,224
<b>OPERATING PROFIT / (LOSS)</b>	4		<u>25,236</u>		<u>(135,253)</u>
Interest receivable and similar income	5		3,348		3,928
			<u>28,584</u>		<u>(128,325)</u>
Covenanted Payment to the Union of UEA Students	6				
<b>PROFIT / (LOSS) ON ORDINARY ACTIVITIES</b>			<u>28,584</u>		<u>(128,325)</u>
Tax on profit on ordinary activities	7		-		-
<b>PROFIT / (LOSS) FOR THE FINANCIAL YEAR AFTER TAXATION</b>			<u>28,584</u>		<u>£(128,325)</u>

**CONTINUING OPERATIONS**

None of the company's activities were discontinued during the current or previous period

**TOTAL RECOGNISED GAINS AND LOSSES**

The company has no recognised gains or losses other than the losses reported above.

**Students' Union Services (East Anglia) Limited**

**Balance Sheet as at**

		30.07.16		30.07.15	
	Notes	£	£	£	£
<b>FIXED ASSETS:</b>					
Tangible assets	8		1,585,203		1,688,351
<b>CURRENT ASSETS:</b>					
Stocks	9	164,715		146,990	
Debtors	10	2,032,816		1,937,298	
Cash at bank and in hand		734,130		276,385	
		<u>2,931,661</u>		<u>2,360,673</u>	
<b>CREDITORS:</b>					
Amounts falling due within one year	11	1,810,750		1,371,494	
			1,120,911		989,179
<b>NET CURRENT ASSETS:</b>					
<b>TOTAL ASSETS LESS CURRENT LIABILITIES:</b>			<u>£ 2,706,114</u>		<u>£ 2,677,530</u>
<b>CAPITAL AND RESERVES:</b>					
Called up Share Capital	13		100,000		100,000
Accumulated Funds	14		2,606,114		2,577,530
			<u>£ 2,706,114</u>		<u>£ 2,677,530</u>
<b>SHAREHOLDER'S FUNDS:</b>					
			<u>£ 2,706,114</u>		<u>£ 2,677,530</u>
			<b>£0.00</b>		

**ON BEHALF OF THE BOARD:**

.....  
CONNOR RAND - DIRECTOR

.....  
CHRIS JARVIS - DIRECTOR

Approved by the Board of Directors on \_\_\_\_\_

Company registration No. 01524381

Students' Union Services (East Anglia) Limited

Cash Flow Statement  
FOR THE YEAR ENDED 31 JULY 2016

		year ended 31.07.16	15 months ended 31.07.15
	Notes	£	£
Net Cash Flow from operating activities	1	154,579	(142,489)
Returns on investments and servicing of finance	2	3,348	3,928
Capital Expenditure	2	(48,329)	(9,858)
		<b>109,598</b>	<b>(148,419)</b>
Financing	2	348,147	(857,302)
Decrease in cash in the period		<b>£ 457,745</b>	<b>(1,005,721)</b>
<hr/>			
Reconciliation of net cash flow to movement in net funds	3		
Decrease in cash in the period		<b>457,745</b>	<b>(1,005,721)</b>
Change in net funds resulting from cash flows		<b>457,745</b>	<b>(1,005,721)</b>
Net funds at 1 August 2015 (1 August 2014)		<b>276,379</b>	<b>1,282,100</b>
Net funds at 31 July 2016 (31 July 2015)		<b>£ 734,124</b>	<b>276,379</b>

Students' Union Services (East Anglia) Limited

Notes to the cash flow statement  
FOR THE YEAR ENDED 31 JULY 2016

1 RECONCILIATION OF OPERATING PROFIT TO NET CASH INFLOW  
FROM OPERATING ACTIVITIES

	year ended 31.07.16	15 months ended 31.07.15
	£	£
Operating Loss / Profit	25,236	(132,253)
Depreciation Charges	151,477	148,173
	-	20,462
Decrease in stocks	(17,725)	(47,066)
Decrease / (Increase) in debtors	(131,448)	(14,130)
Increase / (Decrease) in creditors	127,039	(117,675)
Covenanted Payment	-	-
<b>Net Cash inflow/(outflow) from operating activities</b>	<u>£ 154,579</u>	<u>£(142,489)</u>

2 ANALYSIS OF CASH FLOWS FOR HEADINGS NETTED IN THE  
CASH FLOW STATEMENT

	31.07.16	31.07.15
	£	£
<b>Returns on investments and servicing of finance</b>		
Interest received	<u>3,348</u>	<u>3,928</u>
<b>Capital Expenditure</b>		
Purchase of tangible fixed assets	<u>(48,329)</u>	<u>(9,858)</u>
<b>Financing</b>		
Amounts paid to group undertakings	<u>348,147</u>	<u>(857,302)</u>

Students' Union Services (East Anglia) Limited

Notes to the cash flow statement  
FOR THE YEAR ENDED 31 JULY 2016

3 ANALYSIS OF CHANGES IN NET FUNDS

	01.08.15	Cash Flow	31.07.16
	£	£	£
Net cash:			
Cash at bank and in hand	276,385	457,745	734,130
	<hr/>	<hr/>	<hr/>
Total	276,385	457,745	734,130
	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
<b>Analysed in Balance Sheet</b>			
Cash at bank and in hand	276,385		734,130
	<hr/> <hr/>		<hr/> <hr/>

**Notes to the Financial Statements  
FOR THE YEAR ENDED 31 JULY 2016**

**1 ACCOUNTING POLICIES**

**Accounting convention**

The financial statements have been prepared under the historical cost convention and in accordance with Financial Reporting Standards.

**Turnover**

Turnover represents net invoiced sales of goods, excluding value added tax. Income from the Travel Shop was recognised on a cash received basis, income from events is recognised at the date of the event, income from the bars and retail outlets is recognised at point of sale, income from advertising is recognised at date of publication.

**Tangible fixed assets**

Depreciation is provided at the following annual rates in order to write off each asset over its estimated useful life.

Buildings	- 2% on cost
Property improvements	- 5% on cost
Fixtures, Fittings & Equipment	- 10% to 25% on cost

Assets under the course of construction are not depreciated until the asset is in use.

**Stocks**

Stock is valued at the lower of cost and net realisable value, after making due allowance for obsolete and slow moving items.

**Going Concern**

the company will achieve sufficient financial resources in order to meet its short and medium term liability requirements. The company relies on the support of its parent company which has confirmed that it will continue to provide this for the foreseeable future

**Accumulated Reserves**

The company makes an annual donation under a deed of covenant of its taxable profits to its parent charity. Due to the difference between the level of depreciation charged on buildings and buildings improvements, and tax relief available as capital allowances on the expenditure, taxable profits exceed accounting profits. This has meant that over the years a negative accumulated funds balance has developed. At 31 July 2014 the negative reserves were £944,145. This treatment was consistent with Charity Commission guidance in place at the time. The donations were tax deductible.

In October 2014 the Institute of Chartered Accountants in England and Wales (ICAEW) sought legal opinion and issued guidance that indicated the payment of donations which created negative reserves to be unlawful distributions. The guidance stated that the parent charity has a liability to repay such donations received in the last 6 years. Charity Commission have not commented on this ICAEW guidance, but have withdrawn their previous guidance. HMRC have also not commented. Some of the implications of the treatment proposed by the ICAEW are not clear, and may themselves create regulatory issues. The opinion has not been tested by a court of law.

During the period the Company undertook a capital reduction exercise, transferring £3,650,000 of the issued share capital to distributable reserves. This was achieved by the preparation of a solvency statement and passing of appropriate special resolution of the Board.

## Students' Union Services (East Anglia) Limited

### Notes to the Financial Statements FOR THE YEAR ENDED 31 JULY 2016

#### 2 TURNOVER

The turnover and profit before taxation are attributable to the principal activities of the company, which relate to the provision of goods and services principally to Union members.

#### 3 OTHER OPERATING INCOME

	31.07.16 £	31.07.15 £
Sundry Receipts	283,307	268,224

#### 4 OPERATING PROFIT

The operating profit is stated after charging:

	31.07.16 £	31.07.15 £
Depreciation	151,478	168,635
Auditors' remuneration	10,600	9,900
Directors' emoluments and other benefits etc	-	750

#### 5 INTEREST RECEIVABLE AND SIMILAR INCOME

	31.07.16 £	31.07.15 £
Deposit Account Interest	3,348	3,928

#### 6 COVENANTED PAYMENT

	31.07.16 £	31.07.15 £
Charges: Deed of Covenant	-	-

#### 7 TAXATION

No liability to UK corporation tax arose on ordinary activities for the year ended July 2016 nor for the year ended 31 July 2015

Students' Union Services (East Anglia) Limited

Notes to the Financial Statements  
FOR THE YEAR ENDED 31 JULY 2016

8 TANGIBLE FIXED ASSETS

	Buildings	Property Improvements	Fixtures Fittings & Equipment	Totals
	£	£	£	£
<b>COST:</b>				
At 1 August 2015	1,000,000	2,329,746	1,373,528	4,703,274
Additions	-	-	48,329	48,329
Disposals	-	-	-	-
At 31 July 2016	1,000,000	2,329,746	1,421,857	4,751,603
<b>DEPRECIATION:</b>				
At 1 August 2015	220,000	1,449,874	1,345,049	3,014,923
Charge for period	20,000	111,758	19,719	151,477
Eliminated on disposals	-	-	-	-
At 31 July 2016	240,000	1,561,632	1,364,768	3,166,400
<b>NET BOOK VALUE:</b>				
At 31 July 2016	£ 760,000	£ 768,114	£ 57,089	£ 1,585,203
At 31 July 2015	£ 780,000	£ 879,872	£ 28,479	£ 1,688,351

**PROPERTY IMPROVEMENTS - DEPRECIATION**

The company occupies premises which are leased by its parent body, the Union of UEA Students, from the University of East Anglia. The directors have no reason to believe that any change in its relationship with the University will occur. In consequence the rates of depreciation of improvements to property and new buildings have been set at 5% and 2% straight line respectively, estimated to write off the assets over their expected useful life and not over the shorter of their expected life or the length of the lease.

9 STOCKS

	31.07.16	31.07.15
	£	£
Goods for Resale	£ 164,715	£ 146,990

10 DEBTORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	31.07.16	31.07.15
	£	£
V.A.T		
Trade Debtors	157,098	39,516
Amount due from group undertakings	1,762,324	1,798,254
Other Debtors	113,394	99,528
	£ 2,032,816	£ 1,937,298

Students' Union Services (East Anglia) Limited

Notes to the Financial Statements  
FOR THE YEAR ENDED 31 JULY 2016

11 CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	31.07.16	31.07.15
	£	£
Trade Creditors	241,335	275,173
Amounts owed to group undertakings	1,050,952	738,735
VAT	19,719	687
Accrued Expenses	498,744	356,899
	£ 1,810,750	£ 1,371,494

12 GUARANTEES

The company's bankers historically provided Bond Guarantees and Indemnity facilities of £27,500 relating to the Travel shop. This facility was withdrawn in December 2013 when the Company withdrew from operating this business.

13 CALLED UP SHARE CAPITAL

Allotted, issued and fully paid:

Number:	Class:	Nominal Value	31.07.16	31.07.15
			£	£
100,000	Ordinary	£1.00	£100,000	£100,000

14 RECONCILIATION OF ACCUMULATED FUNDS

	31.07.16		31.07.15	
	General Reserve	GSA Asset replacement	General Reserve	GSA Asset replacement
	£	£	£	£
Profit for the financial year	28,584	-	(128,325)	-
Covenanted Payment to the Union of UEA Students	-	-	-	-
Cancellation of share capital	-	-	3,650,000	-
Transfer from/(to) GSA Asset Replacement Fund	-	-	-	-
	28,584	-	3,521,675	-
<b>Net addition to accumulated funds</b>	28,584	-	3,521,675	-
Opening balance	2,577,530	-	(944,145)	0
	2,606,114	0	2,577,530	0
<b>Closing accumulated funds</b>	2,606,114	0	2,577,530	0

The GSA Asset Replacement Fund represents the balance of the reserves transferred to the company when it took over the running of the Graduate Student Club Bar. The fund is adjusted annually by the profit or loss that the bar makes.

## Students' Union Services (East Anglia) Limited

### Notes to the Financial Statements FOR THE YEAR ENDED 31 JULY 2016

#### 15 CAPITAL COMMITMENTS

As at 31 July 2014 the company had no approved capital commitments which had been contracted for by that date (2013, £Nil).

#### 16 CONTROL

The share capital of the company is held in trust by DHP Trustee Company on behalf of the Union of UEA Students. The ultimate controlling body of the Student's Union Services (East Anglia) Limited is the Union of UEA Students.

Following discussion with solicitors and auditors it was felt appropriate that the share ownership be transferred to the Union of UEA Students, now that the Union is a charity registered with the Charity Commission of England and Wales.

The transfer of ownership was handled by Eversheds, the company's solicitor and was completed on 22 July 2013.

#### 17 RELATED PARTY DISCLOSURES

**The company has taken advantage of the exemption contained in FRS 8 "Related Party Disclosures" from disclosing transactions with entities which are wholly owned members of the group**

#### 18 STAFF COSTS

The company does not directly employ any persons in the performance of its operations.

All staff are employed by the parent organisation, the Union of UEA Students, which invoices the relevant costs to the company on a monthly basis

During the period under review costs of £1,809,852 (2014, £2,133,900) were invoiced to the company.

The average staff numbers represented by these costs are as follows

	2015/16	2014/15
Senior managers	1	1
Bars	188	188
Retail	59	59
Entertainments	60	60
Administration	1	1
Lettings	2	2
	<u>311</u>	<u>311</u>

The figures represent an average number of persons employed. Staff are employed in the bars, entertainments, door staff and shops as required, as and when events are staged and students are on campus. Hours worked vary in accordance with students' study requirements

Students' Union Services (East Anglia) Limited

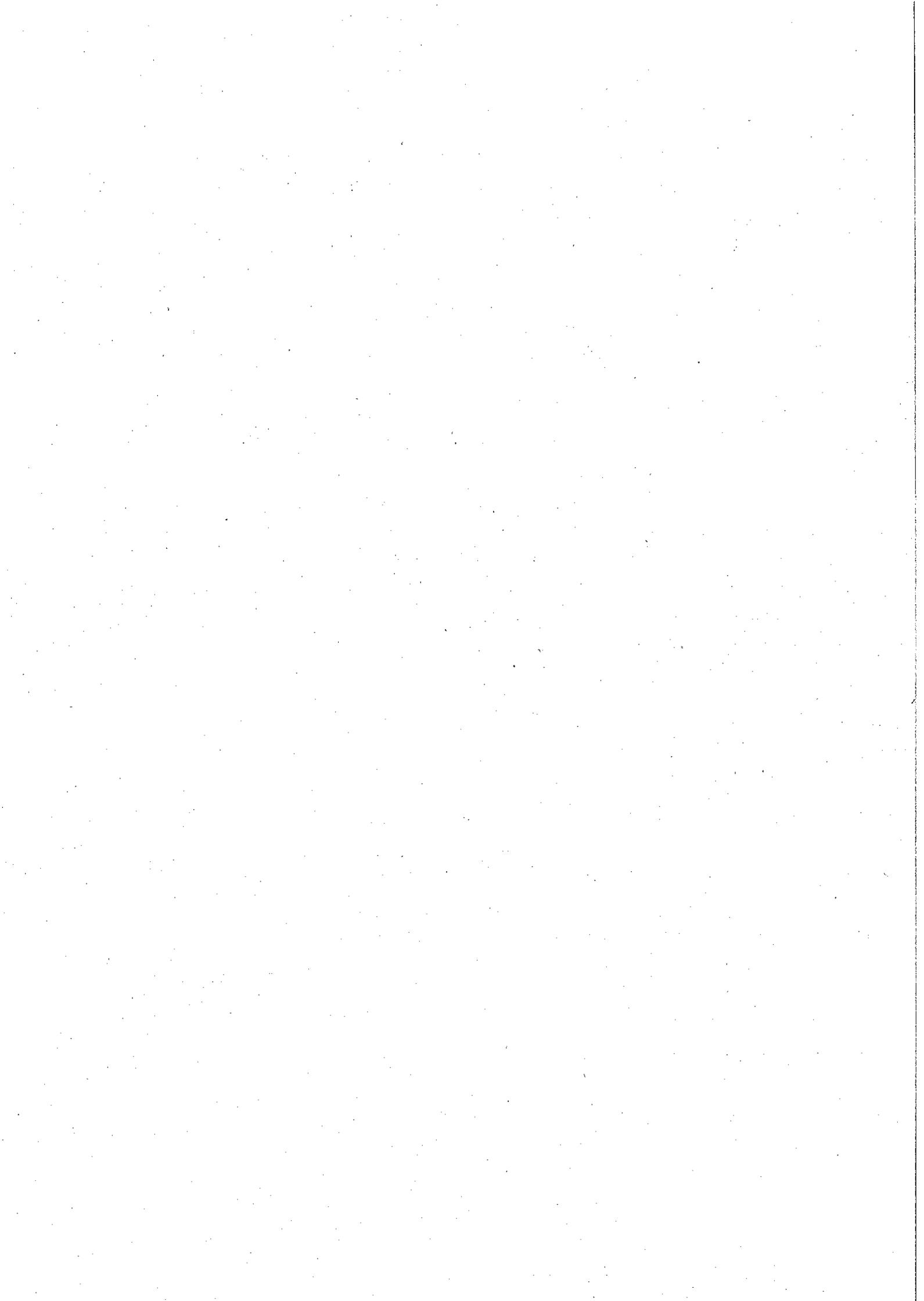
Notes to the Financial Statements  
FOR THE YEAR ENDED 31 JULY 2016

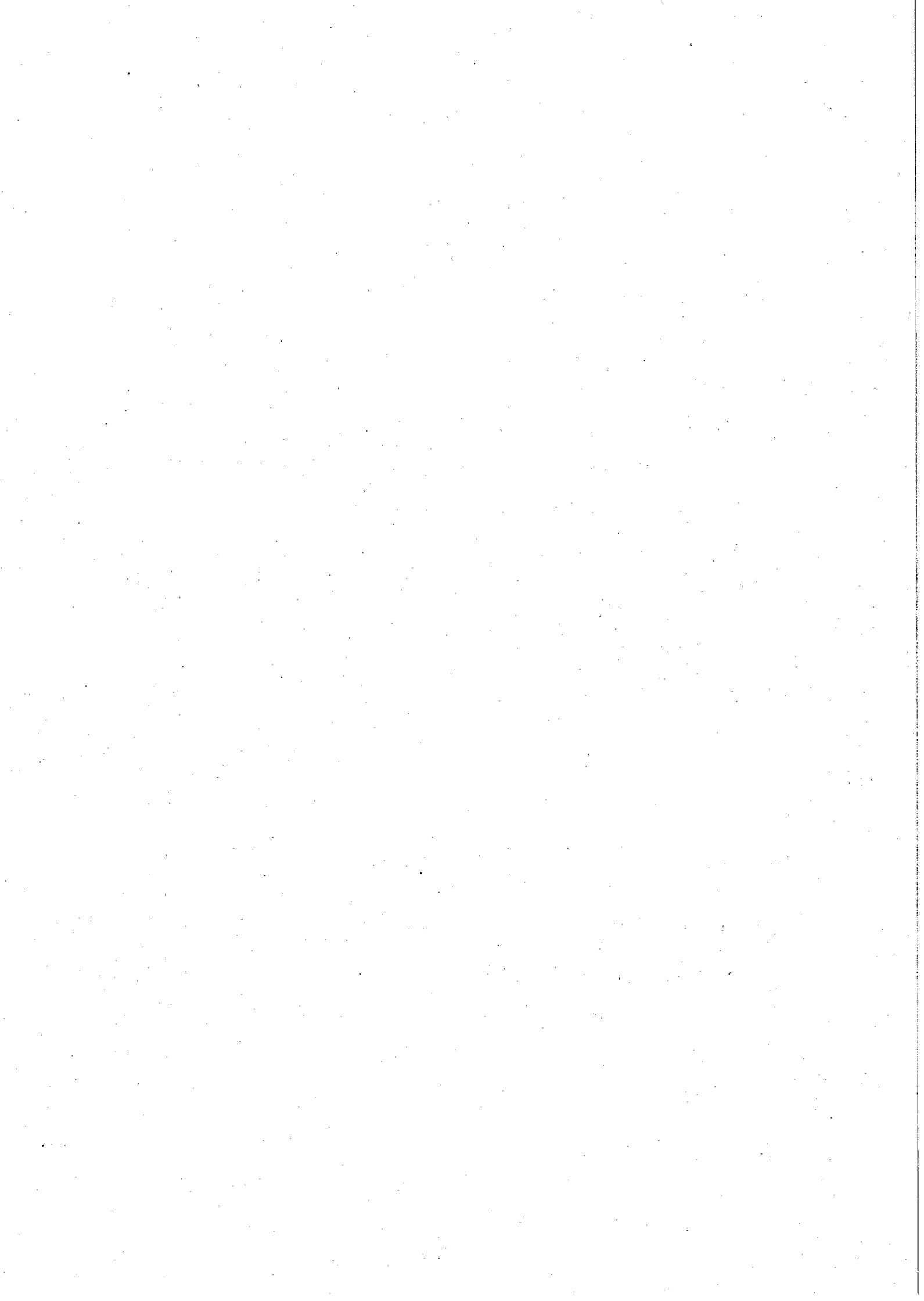
19 RECONCILIATION OF SHAREHOLDERS' FUNDS

	31.07.16 £	31.07.15 £
Profit/(Loss)Loss for the financial year	28,584	(128,325)
Opening shareholders funds	2,677,525	2,805,850
<b>Closing shareholders' funds</b>	<u>2,706,109</u>	<u>2,677,525</u>
Equity interest	<u>2,706,109</u>	<u>2,677,525</u>

20 DEFERRED TAXATION

As stated in the directors' report all the taxable profits of the company are transferred to





# paper

Subject:	<b>Management accounts for the 3 months to October 2016</b>
Produced by:	Tim Cave, Head of Finance
To:	Board
Date:	December 15 <sup>th</sup> 2016
Action:	For information
Paper:	TB688
Status:	<b>Confidential Waterfront lease negotiation ongoing</b>
Purpose:	A summary report on the Union's performance against budget is delivered to each meeting of the Board

## Overview

The Union is ahead of its key budget targets at Net Operating Income and cash generation for the first quarter.

## Summary of performance on Net Income and Expenditure

Net Operating Income for the 3 months to October 2016 was £159k vs budget £10k, **a positive variance of £149k.**

The performance can be further attributed to the constituent parts of the Union as follows:-

Union (Charitable activity)	+£58k
Student Union Services	+£81k
Waterfront	+£10k.

## Structural changes in 2016/17

The Board should note the following structural changes between 2015/16 and 2016/17 management accounts. These changes are reflected in the budget.

1. The catering operations of Student Union Services have been transferred to the Union to take advantage of a VAT exemption relating to catering service provided to members (students). Unio Coffee and Unio Pizza will therefore be reported as business streams within the Union Charity.
2. The Sports overhead has been transferred to the University and the grant income reduced.

The Sports overhead had shown a net Income in the first quarter of 2015/16 as Sports Membership is collected at the beginning of the year. The £(46)k shortfall on prior year is after £(84)k variance on sports plus a reduction of £37.5K in grant and is therefore **ahead of prior year by £167.5k on an adjusted basis.**

## Drivers of performance - UNION

In simple terms, the performance against budget is due to underspend in the charity across a range of departments. This is to be expected as a number of budgets are 'flat-phased' for ease. In addition both Unio Coffee and Pizza have made positive contributions although we should note that staff allocations for Pizza have not yet been identified (future amendments will benefit bar performance).

Summary of variance:-

Catering	£31k
Advocacy & Representation	£15k
Opportunities & Activities	£12k
Infrastructure	<u>£(0)k</u>
	£58k

### Drivers of performance – Social Enterprise

Overall Contribution from Social Enterprise is £377k vs budget £286k (£+91k) and prior year £314k (+£62k). The variance against budget can be further attributed as follows:-

Summary of variance:-

Bars	Campus	£30k
	Waterfront	£ 4k
Venues	LCR	£25k
	Waterfront	£13k
Retail		£18k
Other		<u>£ 1k</u>
Total		£91k

### Balance sheet and Cash out-turn

The Cash balance at 31 October 2016 was £2,155k against c. £1,250k at the same time last year and at year end.

Comparison of the balance sheet year-on-year is made difficult by the large balances associated with the Union House refurbishment. However the growth in cash demonstrates the following aspects of the underlying business model

- Cash Sales vs. purchases on account (c. £1,068 awaiting payment)
- Advance ticket sales and box office receipts (£727k)
- Clubs and Society receipts (held as restricted funds) – representing cash held of £335k
- Holiday paid in arrears (£50k)

In addition the Union is currently holding net Cash collected on behalf of UEA for Sports membership (c. £100k).

### Capital Expenditure

The balance sheet reflects Capital expenditure of £61k against the £140k 'Summer spend' approved in the budget papers.

# paper

Subject:	<b>Memorandum of Understanding and Code of Practice</b>
Produced by:	Jim Dickinson, CEO
To:	Trustee Board
Date:	15 <sup>th</sup> December 2016
Action:	To approve
Paper:	TB689
Status:	Open
Purpose:	This paper presents proposed amendments to the key documents that govern our relationship with UEA

## Introduction

Students' Unions are regulated in accordance with the Education Act 1994 which sets out provisions that University Governing Bodies must ensure are in place in relation to their SU. These have to be set out in a Code of Practice.

Most Unions (including this one since 2003) build on the minimums by agreeing a more detailed set of arrangements that cover the relationship between the SU and University. We review these arrangements every three years.

## Changes

The papers reflect a number of minor changes:

- The abolition of the Graduate Students Association
- Changes of names of some key people
- Move of Sport support to UEA
- Correction of conflicting overlaps between COP and MOU in Finance

These are **proposed** for **approval** and will go the annual SU/UEA regulation meeting in February

University of East Anglia and the Union of UEA Students  
**MEMORANDUM OF UNDERSTANDING**

**1. INTRODUCTION**

- 1.1. The Students' Union exists to advance the education of students of the University as laid out by the objects in the Constitution. The charitable objects of the Union are for the furtherance and the enhancement of the educational purposes of the University including the promotion of social intercourse between the University's students and the furtherance of their common interests and support of Union approved societies. Core activities of the Union include provision of welfare and support services and other facilities for students, supporting student activities, student representation, providing advice and campaigning. Although the Union operates autonomously, it does so within the corporate ambition of the University.
- 1.2. Under the Education Act 1994, the University has a statutory duty to ensure that the Union operates in a fair and democratic manner and is held accountable for its finances. The Union therefore works alongside the University in ensuring that the affairs of the Union are properly conducted and that the educational and welfare needs of the Union's members are met.
- 1.3. This MOU provides a framework to guide the relationship between the Union and the University. Based on shared values and mutual respect, it sets out agreed policy on common issues for the Union and the University so that a clear working relationship between the two is established.
- 1.4. The University and the Union intend that this MOU will contribute to maintaining the strength of the relationship between the University and the Union and between University officers and Union Trustees which is in the interests of the University and of its students and that the Union will continue to contribute to the University Mission and strive for the degree of excellence in its activities which is an explicit part of the University's Corporate Plan.
- 1.5. University Policies will be determined after consultation with the Union when appropriate and through the normal routes of student representation.
- 1.6. This MOU will be effective from 1<sup>st</sup> August 2014 until such time a new MOU is agreed or either party withdraws from it. A copy of the current MOU shall be signed each year by the Campaigns & Democracy Officer of the Union. This shall occur before any part of the grant from the University is paid to the Union. Payment of the annual grant from the University is conditional on the Union adhering to this MOU, the University's Code of Practice relating to Students' Unions and such other requirements as may be determined by the University from time to time.
- 1.7. It is anticipated that the Appendices in particular will be the subject of a thorough and detailed review during the first year of the MOU.
- 1.8. The University is a chartered corporation. It is an exempt charity by virtue of Schedule 2 to the Charities Act 1993. The Union is an unincorporated association

and as such its legal personality is vested in its trustees. It is a charity which is regulated by the Charity Commission pursuant to the Charities Act 2006

- 1.9. The University affirms its commitments to the self governance and autonomy of the Union under its own Constitution consistent with the law and the University's obligations under the Education Act 1994.
- 1.10. The Union shall conduct and manage its own affairs in accordance with the Constitution and bye-laws as agreed by the Union Trustees and approved by Council. Any amendments to the Union's constitution must be approved by Council.
- 1.11. In recognition of its responsibilities in particular as a result of the Education Act 1994, Part II, the Council has approved a Code of Practice on the Union. This MOU follows from the Code and should be read in conjunction with it.

## 2. PRINCIPLES

- 2.1. **Partnership:** A spirit of partnership between University and SU informing the strategic direction of both parties and informing service agreements, and with an informed engagement of SU representatives in Council and Senate.
- 2.2. **Student Centred:** A shared commitment to developing and improving students' experience of academia and extra-curricular aspects of their lives.
- 2.3. **Respect & Understanding:** Clarity about, and mutual understanding of, the distinct roles of the University and the SU and the value that each party brings to the relationship.
- 2.4. **Openness & Trust:** Regular communication on relevant issues, in particular issues likely to have an impact on the other party, the student population and/or other joint stakeholders.
- 2.5. **Mutual Support & Commitment:** Constructive interactions and a demonstrable commitment to making the relationship work.
- 2.6. **Independence:** Recognition of the value of a strong, student-led Students' Union empowered to determine and manage its own affairs, and of the need for the University to balance the interests of a range of stakeholders within an increasingly challenging external context.
- 2.7. **Accountability:** Accountability of the SU to the University as supervisor (under the 1994 Education Act) and principal funder, within a mutually agreed framework which is robust, effective, efficient and compatible with the reporting requirements of other regulators and acknowledgement by the University that the SU is a major stakeholder and a primary body representing the student voice.
- 2.8. **Diversity & Equality:** A shared commitment to equality and diversity and the fair treatment of all staff and students.

### **3. MANAGEMENT, ACCOUNTABILITY AND THE LAW**

- 3.1. In relation to the Union's affairs the Union Trustees have prime responsibility and accountability. The Union's Chief Executive and their staff, the Union Council, the sub-committees, including the Governance sub-committee all assist the Union Trustees in conducting the affairs of the Union. The University confers student status on the Sabbatical Officers as defined in the Constitution.
- 3.2. The Code of Practice of the Union describes the position and responsibilities of the Union Trustees and in particular those relating to the use of Union funds bearing in mind the charitable status of the Union.
- 3.3. To assist the Union and in recognition of its responsibilities in particular areas of activity, the Union appoints an independent Returning Officer, reported to the Registrar to oversee the electoral procedures of the Union.
- 3.4. The Union is obliged in all respects to act in accordance with the Charter, Statutes, Ordinances and Regulations of the University and to comply with all University policies and codes of practice and any government legislation relating to its activities and operations as set out in the Union's Constitution. The Union Trustees agree to ensure the Union complies with University legislation and such policies, codes of practice and government legislation. University officers will provide advice as necessary to facilitate compliance in the best interests of the University. The Parties recognise that the Union has internal policies (for example in connection with Human Resources) which will be agreed by the Trustee Board in the light of the Constitution of the Union.
- 3.5. The Union's Chief Executive will immediately inform the Registrar of any significant legal proceedings taken, threatened or proposed against the Union. They will also inform the Registrar of any situation that may give rise to claim by or against the Union. The Union's Chief Executive, on behalf of the Union Trustees, will discuss, with the Registrar, any intention of the Union instigating legal action against another individual or legal entity prior to commencing such action; any such action will proceed in a way that would not endanger or damage the interest or reputation of the University.

### **4. APPENDICES**

- 4.1. A series of appendices will describe the operational relationship between the University and Union from time to time. These will include:
  - Buildings and Facilities
  - Finance & Trading
  - Human Resources
  - Welfare, Health and Safety
  - Sport, Clubs and Societies
  - Media and Communication
  - Information Technology and Data-Sharing
  - Student Representation on University Committees

## **Appendix A: BUILDINGS AND FACILITIES**

*11 and 12 added following annual grant discussions agreed back in May, operationalised with RB team*

1. The Union will be provided with access to certain premises owned by the University for the general furthering of its purpose and objects.
2. The Union will comply with the statutory requirements regarding the space that it uses and with the University and the Union's Financial Procedures Manual.
3. Where the Union is managing the use of space on the University's campuses by student activity groups, the requirements of the University's Code of Practice for Freedom of Speech on Campus will be observed by the Union.
4. The Union shall not enter into or grant any leases, tenancies or licences to any outside organisations or individuals in relation to any University owned premises it occupies.
5. Where the Union uses University space to carry out any activity that would require a license (e.g. film screenings) an additional condition of use shall be that the Union has obtained said license for that purpose.
6. Union House is owned by the University and the terms under which the Union will occupy parts of it are agreed in a lease.
7. In order to allow the University and the Union to adequately plan for future works and to set aside appropriate budgets to cover the repairs and maintenance of the Union Building as a whole an annual meeting will be held between the Union and the Estates Office to establish what works are anticipated to be undertaken in the following financial year and how the anticipated expenditure for such items will be allocated.
8. The Union will obtain the written permission of the University for any proposed alterations and improvements to the Union Building. The use and modification of space within the Union Building shall be subject to inspection and approval by the University, as appropriate, and as set out in the lease
9. The use of Union facilities by outside organisations or members of the public may raise issues of liability for the Union and for the University. Therefore access to and use of Union facilities by outside organisations or members of the public should be considered carefully before permission for such access or use is granted. The requirements of the University's Code of Practice for Freedom of Speech on Campus must be strictly adhered to by the Union. The Union Trustees will ensure procedures are in place to obtain appropriate public liability insurance cover prior to allowing such use and the Chief Executive and his/her designated staff will ensure procedures are enacted.
10. Those areas used primarily or solely as areas for student functions may be hired out by the Union to its student activity groups and outside organisations on the understanding that they abide by University legislation policies and codes of practice (including the requirements of the University's Code of Practice for Freedom of Speech on Campus)

and that no legal estate conferring right of occupation is thereby created between the parties.

11. The University will provide general cleaning and routine maintenance services for the Union Buildings on campus, the scope frequency and coverage of which will be subject to a detailed agreement which is revised annually.
12. The University accepts that major capital projects relating to the spaces occupied by the Union form part of its wider capital planning responsibilities and will be funded by it as part of the Capital Plan. The Union will have the opportunity to influence the University's wider capital planning through the usual meetings and committees. The union will retain responsibility for furniture, flooring, fixtures and fittings but not the roof, doors, windows and routine maintenance.

## **Appendix B: FINANCE AND TRADING**

### ***Various changes incorporating old sections of the COP***

#### **Financial Affairs**

1. The Council is required under the Education Act 1994 to take such steps as are reasonably practicable to ensure that the Union is accountable for its finances and that the financial affairs of the Union are properly conducted as well as ensuring that arrangements exist for the approval of the Union budgets and the monitoring of its expenditure by the Council. The manner in which Council exercises this requirement is detailed in the Code of Practice relating to the Students' Union and this section of the memorandum..
2. The regulation of the financial affairs of the Union is detailed in the Union governing documents and the Union's Financial Procedures Manual. Responsibility is vested in the Union Trustees, and/or an appropriate sub-committee, subject to ratification by the Union Trustees.
3. The Council will award an annual grant to the Union. The Registrar and Secretary will review the Union's budget annually on behalf of the council, in consultation with the Union Trustees. Based on this scrutiny in the context of the University's annual budget, the University will allocate funds to the Union by means of a grant. This will take account of the Union's charitable purpose and objects, as laid out in the Constitution, and related costs, and its trading activities and earnings capability. Whilst it is expected that these trading activities shall be operated efficiently and profitably, profit motives should not be pursued to the detriment of the interest of its members or charitable objects and the Union will need to make adequate financial provision for its long-term development.
4. As trustees of public money, it is the responsibility of the Council and the Union Trustees to ensure that the funds made available to the Union are properly expended. The Union is therefore accountable to the Council for ensuring that the accounting and reporting requirements of the Charities Act 2005 as amended from time to time are met. The Union will be required to issue an explicit and independent statement of assurance on this, normally provided by the union's auditor, in its annual report. Financial reports of the

Union should be published annually, be available to the members and the Council, and should list donations to external organisations.

5. The procedure for the Union's internal allocation of its resources should be written, fair and accessible to the University and the members of the Union.
6. The Union will keep proper accounts and accounting records and maintain a sound system of internal financial management and control. On behalf of the Council, the Director of Finance or their nominee will receive quarterly management accounts and reports against budget for monitoring purposes.
7. The Union Board of Trustees will approve the Union's Budget and will submit this and commentary to the Director of Finance.
8. A copy of the Union's audited accounts should normally be submitted within three months of the year end to the University's Director of Finance.
9. In operating its finances the Union will:
  - 9.1. plan and conduct its financial affairs so as to ensure that its total income is at least sufficient, taking one year with another, to meet its total expenditure and that its financial solvency is maintained;
  - 9.2. obtain the prior written consent of the Registrar & Secretary to any transaction in excess of such sum as the Council shall from time to time specify, not being less than £50,000, involving land, buildings or equipment and to the borrowing of any money for a period in excess of 12 months;
  - 9.3. refrain from giving any guarantees or indemnities incurring contingent liabilities other than in the normal course of business; and
  - 9.4. maintain adequate insurance cover;obtain the prior written consent of the Registrar & Secretary to any expenditure not contained in a budget approved by the Registrar & Secretary in excess of such sum as the Council shall from time to time specify not being less than £25,000;
10. The activities of the Union may be subject to scrutiny by the University's internal auditors in any circumstance where the University so decides. External auditors appointed by the Union will audit the accounts of the Union on an annual basis.
11. The Union may not incur expenditure or take any action which is inconsistent with the law relating to charities. Guidelines on this matter, which have been issued by the Charity Commission, will be referred to in cases of doubt by the Union Trustees or the Council. In general, expenditure is proper if it can be said to be appropriate for the purposes of representing and furthering the interests of students at the University in such a way as to assist the educational aims of the University.
12. A Union Financial Report will be published annually and made available to members and the Council. The Annual Report will be widely available for inspection by members.
13. The Union will comply with the Financial Procedures Manual in place in the Union, which are approved by the Union Trustees or a designated sub-committee. The procedure for allocating resources fairly to the Union student groups will be incorporated in

Financial Procedures Manual approved by the Union Trustees and/or a designated sub-committee and widely publicised.

14. The Union will comply with the detailed requirements of the Education Act 1994 concerning affiliations to external bodies, in particular giving due notice of any decision to affiliate, reporting on affiliations and reviewing them.
15. The Union shall include in its Annual Report to the Council a list of current affiliations including details of similar fees paid, or any donations made, to such organisations since its previous Annual Report.
16. The Union shall publish notice of any new affiliations to external organisations and including details of any subscription or similar fee paid proposed to be paid, and of any donation made or proposed to be made, to the organisation.
17. The Union will comply with the detailed requirements of the Education Act concerning affiliations to external bodies, in particular giving due notice of any decision to affiliate, reporting on affiliations and reviewing them. The Union Trustees will review all external affiliations during the course of preparing its annual budget and make recommendations concerning continuation or otherwise of each affiliation for consideration in accordance with section 22(3) of the Education Act 1994.
18. In the event of any improper action by the Union or any organisation within the framework of the Union which results in costs or liabilities to the University, the University reserves the right to recover the full costs or liabilities incurred by the University from the Union by the University by the withholding or reduction of annual grant subject to the initiation of the dispute resolution procedure.

### **Trading Activity**

19. The Union will be generally encouraged to operate trading activity that reflects the values and mission of the Union and University. The Union and University will, wherever possible, seek to develop trading strategies that involve the maximum possible cooperation and coordination at all levels.
20. The Union may operate legitimate trading or franchise activities in the University consistent with its purpose and objects within its governing documents. Should it wish to alter the nature of a current trading outlet or franchise or introduce a new one it must liaise with the University's Registrar, or such other officer as the Vice Chancellor may designate, who will need to approve the Union's proposal and determine the space which can be allocated and the terms under which that allocation is made. Where the activity involves the occupation of University premises by outside organisations or individuals then the provisions of this MOU must be adhered to by the Union.
21. Trading activities where the University and the Union hold a joint interest shall be detailed in written agreements, including use by the Union of the University's name, crest and University branded items.

22. The University and the Union will liaise with each other and endeavour to maintain complementary facilities where both operate discrete catering or retail operations that compete for the same trade.
23. The Union may use any monies received from its trading activities or hire fees charged to fund the pursuit of its objects as laid out in the Constitution.
24. No Premises Licence application will be made in relation to any University premises, including Union House, or licence entered into, without the prior approval of the Assistant Director Campus Services, or other University officer as designated by the Registrar. The Union will ensure that relevant licensing law is adhered to in relating to any Premises Licence or Entertainment licence and by any Designated Premises Supervisor appointed by the Union. Renewal of any existing Premises Licence held by the Union only needs approval where significant changes to its terms are proposed.
25. The Union will provide the Assistant Director Campus Services with details of the current premises license held by the Union. Subsequently the Union will keep the Assistant Director Campus Services, or other University officer as designated by the Registrar, informed of any planned temporary or permanent proposals to vary the terms and conditions of any Premises Licence held by the Union.
26. The Union will be responsible for tax registration, compliance and for payment of all taxes including VAT and Corporation Tax as a result of its activity.
27. The University and the Union are committed to improving links with the local community.
28. All Union student groups and individual members of the Union collecting in the name of the Union, or its student groups, shall strictly observe the requirements of the Charities Act 2006 and any other relevant legislation or University policy when raising funds for charity. In particular:
  - 28.1. The Union shall not expend funds for activities outside its purpose as defined in its governing documents
  - 28.2. The Union shall not make donations to any external organisation except where a specific collection has been taken for that purpose, where all those making a donation are aware of the destination of their donation, and where all reasonable costs associated with collecting the donations are deducted from the donation.
  - 28.3. Collections may only be carried out in those local authorities where a licence to collect has been obtained and collectors must carry copies of these licences when collecting. Collecting tins must bear the information required about the charity or charities for which the collection is being made.
  - 28.4. The results of any such charitable collections shall be published in the Union's Annual Report.

## **Appendix C: HUMAN RESOURCES**

### **No Changes**

1. The Union shall be responsible for ensuring, through appropriate line management procedures, that the Union's staff conduct their duties in keeping with the governing documents of the Union and the policies decided by the Union Trustees. The Union's staff shall be under the direct management control of the Chief Executive, who in turn is directly and solely accountable to the Union Trustees. The Union Trustees will be guided on employment matters by appropriate Union staff and external advice.
2. The Union will seek to involve the University in the recruitment of senior post holders and will cooperate with the University on the recruitment, training and support for student staff.
3. All formal action with regard to members of the Union senior management team will be referred to the Registrar and the University's Director of Human Resources for comment at the earliest possible opportunity and prior to that action being taken. Formal action here takes the meaning, inter alia, of senior appointments, formal disciplinary action including dismissal or any action by the Union that could reasonably be interpreted as likely to impact on the Union or University's reputation or legal position.
4. The union will seek to maximise the number of opportunities for students to work in its operation and will work with the University's careers function to ensure that where possible such opportunities offer learning, development and relevant work experience.
5. The University will, for the purposes of access to facilities, identity cards and services, (but not for the purposes of terms, conditions or pay) generally treat the union permanent staff as if they were permanent staff of the university. For these purposes union staff will be expected to adhere to relevant University policies, rules and regulations. Agreements between the union and university on appropriate data sharing to facilitate this will be reached from time to time under the auspices of the data sharing agreement.

### **Appendix D: WELFARE, HEALTH & SAFETY**

*Single change referring to DSA and SU incorporated into wider UEA Security Policy*

1. The University and the Union both attach great importance to the welfare and support of their students and are committed to work together to provide complementary and high quality welfare services to students, commensurate with available resources.
2. The University's Dean of Students Office and the Union currently liaise together in many ways. The University and the Union shall use reasonable endeavours to coordinate the services that they each provide to students.
3. Subject to strict compliance with data protection law the University and the Union will share information to ensure the best possible welfare services are provided to students.
4. The University provides general security on campus and as part of this provides meetings to discuss security /safety issues, emergency training, crime prevention road shows, running security working group discussing issues and improvements and assistance with out of normal hours access for contractors authorised by the Union.

5. The University has its own CCTV code of practice in relation to surveillance on campus but the Union is expected to have its own CCTV code of practice for surveillance that it undertakes within the Union Building. **The Data Sharing Agreement will make provision for sharing as appropriate.**
6. The Union is expected to provide security cover for its events to standards agreed with the University. The Union and University will collaborate as closely as possible on safety and security arrangements on campus. The Union and the University enter into a separate Service Level Agreement to cover the Union's additional security requirements in relation to the Union Building such as alarms, patrols, static guarding and key holding in accordance with the relevant legislation governing private security providers.
7. The Union will comply with the requirements of the Health and Safety at Work legislation. The Union will have a Health and Safety Policy and a written statement for implementing its Policy, copies of which should be supplied to the University.
8. The Union Trustees are responsible for health and safety matters of the Union including those areas within the Union Building that it uses.
9. The Union Deputy Chief Executive, for reasons of continuity, will be the Safety Officer for the Union, advising the Union Trustees and/or delegated subcommittee as appropriate.
10. The Union shall maintain a committee with delegated powers over Health and Safety matters. Its remit will involve advising the Union Trustees on such matters as affect the safety of students and others in the Union Building, in any other facilities managed by the Union, and at student functions and events elsewhere, and ensuring the safety of equipment owned by the Union and its student activity groups wherever located. The committee will make regular reports to the Union Trustees.
11. The Union shall have a fire risk assessment for the Union Building and any other premises that it occupies.

## **Appendix E: SPORT, CLUBS & SOCIETIES**

### ***Various changes agreed with PS***

1. **The University and the Union both attach great importance to the provision and promotion of high quality sporting opportunities to students, wherein "sport" encompasses a wide range of activities from performance/competitive sport to general fitness and physical well-being.**
2. **The University Department of Sport facilitates the effective running of student run sports clubs, which exist within the UUEAS Constitution**
3. **Collaboration between Dept of Sport and the Union may take many forms, including training and support for student officers of sports clubs, management of student club accounts, student volunteer placements in schools and community projects, promotion of participation and 'theme' weeks around sport and physical well-being.**
4. **The primary link between Dept of Sport and the Union is the University Director of Sport and the Union Activities and Opportunities Officer.**

5. An overarching Sport Board will oversee student sport at UEA. It will be a sub committee of the University's Student Experience Committee and will include substantial student representation.
6. The Students' Union will elect and support a Sports Clubs executive to oversee the day to day interests and activity of Sports Clubs.
7. University funding for Sports Clubs is distributed and managed by the University which oversees the management of club grants in accordance with the strategy determined at the Student Sport Board. The University is ultimately responsible for the effective use of such funds and compliance to financial rules and procedures.
8. Any disciplinary issues arising from Sports Club activities will be handled principally by the Students' Union, according to the SU members' code of conduct. This will include provision for referral into University procedures for serious cases.
9. The Union will act as "Banker" for Sports Clubs and Societies, holding restricted funds consisting principally of subscription and membership fees.
10. The Union is responsible for all social functions organised by any Union societies and clubs and student groups, including ensuring that all Union societies and groups maintain proper accounts and operate to defined and monitored Health and Safety standards.
11. The procedure for allocating resources to Union societies and student groups will be fair and set out, published annually and freely available to any registered student on application to the Chief Executive of the Union.
12. The Union will provide a list of all current Union societies, clubs and student groups from time to time to the University on request.

## **Appendix F: MEDIA AND COMMUNICATIONS**

*No changes- AS Aug 2016*

1. All features, articles, letters and advertisements published by the Union in Concrete or any other or successor Union publications are as a result of decisions made by the Editor of the publication, liaising with the Union Trustees or delegated sub-committee.
2. All broadcasts podcasts and advertisements published by the Union's TV or radio station are as a result of decisions made by the Station's Manager and its Management Committee, liaising with the Union Trustees or delegated sub-committee.
3. As such these media are all independent of the University and no responsibility will be accepted by the University for anything published by the Union. This includes Concrete, other Union publications, the Union world-wide web pages, Union social media sites, LiveWire, UEATV and media broadcasts of any description including television and film.
4. Material, which is unlawful, may not be published in any Union publications or broadcasts. The Union is required to ensure this is so and in the event of a breach will report on this matter to the University at the earliest opportunity. The Union will

maintain a 'take-down' policy which outlines its responsibilities around inappropriate publications on its website.

5. The Union is the holder of all the broadcasting licences required for LiveWire to operate whether over the airwaves or online through the world wide web. The Union has agreed to put certain procedures in place to ensure that there is no breach of these licences and that the University is not brought into disrepute by the actions of the Union and its members. In the event of any fines damages liabilities or legal action arising due to the Union's actions or the actions of Union societies clubs or student groups the University reserves the right to recover the full costs or liabilities incurred by the University from the Union by the University by the withholding or reduction of annual grant subject to the initiation of the dispute resolution procedure.
6. The Union media shall also operate in accordance with the Codes of Practice agreed within the publishing or other industry.
7. Any trading activities carried out by the Concrete office or any other Union media activities will be subject to the same requirements as other Union trading activities.
8. The Union will inform the University as soon a possible if significant external publicity is sought for any issue or when it is invoked by any of its activities.
9. The "University of East Anglia" and "UEA" titles and the University Crest are all the property of the University and the Union shall have the non-exclusive right to reproduce them without charge for social and non-commercial purposes in connection with the charitable purposes of the Union, provided that the style of use complies with the conditions that are laid down by the University to protect its property and interests, including those imposed upon it. The Union shall not be permitted to trademark the University's name or devices.
10. The Union has been granted permission by the University to use the name "University of East Anglia" solely in respect of the name "UEA Students' Union" only for the purposes of the charity for the benefit of UEA students. Any other use by the Union (including any subsidiary or trading companies) of the "University of East Anglia", "UEA" titles and the University Crest, including their use on Web pages or in registered Web domain names, and including for the avoidance of doubt for commercial purposes, should be referred to the University's Head of Corporate Communications for approval. The University will need to satisfy itself that the proposed use by the Union integrates with the University's own use of the Crest and titles. Any approval must be given in writing setting out any conditions attached to the approval.

University Brand Guidelines:

<https://www.uea.ac.uk/mac/publications/logosbrandguidelines/ueabrandguidelines>

11. The Union may be granted the non-exclusive right to use the "University of East Anglia", "UEA" titles and the University Crest for certain commercial or retail purposes but only where it enters into a formal merchandising licence with the University which will be negotiated with the University or its agent.

12. The main channel of communication between the University and the Union will be via the Sabbatical Officers and the Chief Executive and University's Executive Team who will meet regularly for the purpose. The Vice Chancellor and other relevant University Officers will meet with the Union Trustees from time to time or as necessary.
13. These and other current channels of communication between the Union Trustees and the Union Chief Executive and members of the University shall be maintained but their effectiveness will be kept under review. In addition, more formal reporting procedures shall be maintained in order that the University can be assured that the Union is carrying out its responsibilities in accordance with this MOU. The Union shall report formally to the University on the following activities:-
  - 13.1. Audited accounts shall be presented to the University in the autumn of each year;
  - 13.2. Health and Safety matters to the University Health and Safety Unit;
  - 13.3. Estates management matters to the University Estates Office.
  - 13.4. The Union shall also publish an Annual Report which shall be provided to its members in accordance with the Companies Act 2006 and subsequently be submitted to the next meeting of the Council. The Report shall contain:
    - 13.5. A statement that the Union operates in a fair and democratic manner and that it has properly accounted for its finances.
    - 13.6. A report on the Union finances including procedures for allocations to student activity groups; a report of any charitable collections; a list of the external organisations to which the Union has made any donations in the period to which the Report relates and a report of its current affiliations.
    - 13.7. A report on the conduct and outcome of elections of Sabbatical and Student Trustees, and appointment of Lay Trustees
    - 13.8. Budget and accounts to an annual meeting including the Registrar and Secretary, UUEAS CEO and UUEAS Chair of Trustees.

#### **Appendix G: INFORMATION TECHNOLOGY AND DATA SHARING**

*No changes- focus this summer has been revised DSA (now appended)*

1. The Union and the University agree to work towards the University operating the Union's network, email services, PC clusters, and software systems requirements on its behalf.
2. In as much as the University will be running systems for the Union the Union will engage with the University at an early stage when specifying or purchasing new systems. The Union agrees to ensure that new systems are compatible with the hardware, software and authentication models provided by the University.
3. The University provides a network connection between the Union's network and the University's campus network including SuperJanet and the internet. In addition to the

fibre link the University also supports a few network switches connected to it at the Union Building end. The University also provides a central mail hub service which routes Union email into and out of the University via the Union's network connection and the University's SuperJanet link. This service includes security defences such as spam filtering, anti-virus filtering and other related activities. The service also supports the distribution of some bulk email distributions to students on behalf of the Union.

4. Where the Union accesses services on the campus network or via the campus network on the internet, they and their members must comply with the University's IT policies including:
  - Conditions of Use of Computer Use;
  - Information Security Policy
5. The union will comply with the University's general policy on equipment investment and will budget its expenditure accordingly
6. Where the Union wishes the University to provide additional IT support at the Union's expense then the proposal will be considered by the University and any agreement reached shall be detailed in the SLA.
7. To ensure the Union is able to operate effectively as a membership organisation, the University and the Union may share data regarding staff and students and both, as data controllers, are subject to provisions of the Data Protection Act 1998. Any sharing of data will be subject to formal agreement between the parties as required by the University.
8. Both parties will maintain their registration with the Office of Information Commissioners and ensure its accuracy.

## **Appendix H: STUDENT REPRESENTATION ON UNIVERSITY COMMITTEES**

*Confirmed LW 9<sup>th</sup> October*

1. Arrangements should exist for the effective representation of the collective student voice at all organisational levels (i.e. School, Faculty, University) 1
2. Organising and supporting student representation on university committees, boards and bodies is a critical function of the Students' Union
3. Support from the Students' Union's professional staff pre and post meetings is crucially important and should be factored into Student Union workloads and diaries
4. The Students' Union will be supported by the University to arrange for student input into policy development and review activity in the formative stages of decision making
5. The Students' Union is the principal representative body of students
6. The Campaigns and Democracy Officer and the Undergraduate Education Officer will act as members of University Council. They will meet with the Vice Chancellor before each meeting to raise questions and concerns.

7. The two Academic Officers and the Welfare Officer will act as members of University Senate.
8. At all other formal University committees agreed student representatives will act as members, but will normally be accompanied by a member of Students' Union staff (in attendance, but not as a committee member) to provide support.
9. At executive groups and working groups Students' Union officers or staff may be members as agreed.
10. Where a formal University Committee is created or a University level executive or working group is formed, active consideration will be given as to the appropriateness of students' union membership and the decision communicated to the union.
11. The Union and University will annually review ongoing university level committees, executives and working groups, and will consider any proposals for additions or deletions of membership to these for forwarding to those committees for formal approval where required.
12. Where the union arranges for student membership of University bodies, appropriate support and notice will be given by the University. The Union will improve its dissemination of these opportunities to students and take steps to improve the training and support on offer to these reps.
13. The Union will endeavour to both gather feedback from students on key committee issues and disseminate the results of University Committees of interest to students.
14. 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.
15. The Union will in the future be responsible for organising and supporting Graduate student membership of key bodies in the University.
16. Regular informal meetings and catch ups will take place between key members of University staff and SU staff / student officers as appropriate.

*1 The QAA Quality Code, Chapter B5 Student Engagement, Indicator 3, reads: "Arrangements exist for the effective representation of the collective student voice at all organisational levels, and these arrangements provide opportunities for all students to be heard". (p.7)*

## APPENDIX ONE: DATA SHARING AGREEMENT

September 2016

The definitions of key terms used in this agreement are contained in Appendix A.

This is an agreement that sets out the terms and conditions under which personal data or other information held by one Party to this agreement, may be shared by or used by and with another Party to the agreement whether for processing or other legitimate reasons. This agreement is entered into with the purpose of ensuring compliance with the Data Protection Act 1998. Any use of or processing of personal data must comply with the provisions of this Act.

It is confirmed that the parties herein are registered as data controllers with the Information Commissioner's Office (ICO) which detail the purposes for which personal data are processed by each.

### 1 The Parties

1.1 This Agreement is between:

University of East Anglia, Norwich Research Park, Norwich NR4 7TJ, (hereafter 'UEA'), ICO Number Z8964916  
Union of UEA Students, Union House, University of East Anglia, Norwich, NR4 7TJ, (hereafter 'UUEAS'), ICO Number ZA058084

1.2 Together being the 'Parties' or an individual 'Party' to the 'agreement'.

### 2 Aims

2.1 This agreement is intended to support the aims and objectives of both Parties (hereafter 'the Aims').

2.2 UUEAS has the following aims of the sharing under this agreement:

2.2.1 To provide information to all UUEAS members on existing services.

2.2.2 To provide student group administrators with access to email addresses to communicate with their members. Memberships of student groups will be recorded in systems managed by UUEAS. Mailings to these groups will be handled through that system.

2.2.3 To provide academic course representatives and Union councillors with access to email addresses to communicate with their constituents.

2.2.4 To verify status for the purposes of validating student voting in elections online for the Union executive, academic course representatives, Union councillors, hall of residence representatives, and club and society committees.

2.2.5 To validate name and email data in response to the provision of a campus card number in the recording of memberships of clubs and societies.

2.2.6 To analyse aggregated student profile data to determine which communities of students are engaging with UUEAS elections, services and activities, and thereby use the information to administer, support, improve and develop the services and activities.

2.2.7 To gather feedback on UUEAS services and activities.

2.2.8 To use contact details to confirm orders, bill and communicate with students where necessary concerning any online orders placed through Union systems or debts incurred which need to be recharged to the student.

2.2.9 To provide advice workers with access to student academic details for the purposes of providing advice and guidance related to academic matters.

2.2.10 To support a consistent approach to restricting access to campus facilities for those students who have been subject to any form of suspension.

2.2.11 To monitor and investigate behaviour of members when on UUEAS premises to ensure the safety of all users of UUEAS buildings and facilities by means of viewing, when required, UEA CCTV footage of UUEAS premises.

2.3 UEA has the following aims of the sharing under this agreement:

- 2.3.1 To include agreed club and society membership and activity data which relate to the Higher Education Achievement Record (HEAR) in the UEA Student Record System for the purpose of producing personalised HEAR records for the data subject.
  - 2.3.2 To include club and society membership details in the University Portal for the purpose of providing personalised information for the data subject.
  - 2.3.3 To support UEA and UUEAS measures to maintain and improve campus security and to enhance a sense of safety within the university community
- 2.4 This arrangement is consistent with the Parties' obligations under The Data Protection Act 1998.

### **3 Information provision**

- 3.1 UEA is to provide the following information to UUEAS:
- 3.1.1 Personal details: UEA Login ID, Forename, Surname, Campus card number (including weigand), Institution email address, Date of birth, and Nationality.
  - 3.1.2 Enrolment details: Programme ID (course code), Study type (UG/PG/PGT/PGR), Programme level (year of study), Start date, End date (actual), Programme name (course), Department name, and Faculty name.
  - 3.1.3 Record details: Record type (new, update, temp delete or permanent delete).
  - 3.1.4 Where the student has given consent<sup>1</sup>, UUEAS student advisors will have access to information relating to a student's appeal. This may include sensitive personal data.
  - 3.1.5 Access to student academic details via the student information system (SITS) is to be limited to those UUEAS staff (student advisors only) for whom UEA is in receipt of a completed access agreement form. Where UUEAS student advisors have access to SITS, they must ensure that the only records they view are those of students with whom they are actively and currently working. UUEAS student advisors must ensure the student in question has given permission for the advisor to access their data. UEA grants no further access to student data held on SITS to UUEAS staff.
  - 3.1.6 Details of any individuals (including students) subject to suspension or disciplinary action which restricts access to the campus. This will exclude any sensitive personal data.
  - 3.1.7 Limited CCTV footage, as required for UUEAS investigation of specified non-criminal incidents which have occurred on UUEAS premises. to ensure safety of all users of UUEAS buildings and facilities. Where copies of such footage have been provided to UUEAS, they will become data controllers for those copies. No sensitive personal data is to be shared. (Footage relating to the commission or alleged commission of an offence will only be shared with law enforcement agencies as required.)
  - 3.1.8 With regard to the data described in 3.1.1 – 3.1.5, these data are to be provided for current students only.
- 3.2 UUEAS is to provide the following information to UEA:
- 3.2.1 Student Username, details of membership of clubs, societies and other groups relevant to the HEAR as agreed from time to time.
  - 3.2.2 Details of memberships of certain societies may be sensitive personal data, and this information will only be transferred if explicit informed consent has been provided. UUEAS will be responsible for obtaining consent from the student under these circumstances.
  - 3.2.3 Details of any student subject to suspension or disciplinary action which restricts access to the campus.
  - 3.2.4 Limited CCTV footage, as required for UEA investigation of specified incidents which have occurred on UUEAS premises. Where copies of such footage have been provided to UEA, they will become data controllers for those copies.

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<sup>1</sup> The consent collection process is managed between UEA LTS and UUEAS student advice service. Records of consent will be kept by both parties.

## *FINAL*

- 3.3 To enable authentication onto the UUEAS system using UEA IT account credentials, UEA will provide a federated authentication service.
- 3.4 Data shall be communicated over secure, encrypted electronic channels. All web traffic shall be via https. All file transfers will be encrypted.
- 3.4.1 UEA will set up a secure network location shared with UUEAS. Access to the location will be restricted to nominated parties from UEA and UUEAS.
- 3.4.2 UEA will securely deliver daily CSV data exports to the secure network location shared with UUEAS.
- 3.4.3 UUEAS will retrieve the data files from the shared network location and deliver them to the Amazon AWS S3 staging area as specified by Membership Solutions Limited (MSL). See 6.3.
- 3.5 Data shall be accurate, relevant and usable. The method of data upload from an authorised UEA source will ensure that data held on systems managed by UUEAS will remain current and accurate as at the last data transfer.
- 3.5.1 UUEAS will not change data in fields to be populated by UEA. Where changes are required, the process followed is as described below.
- 3.5.2 UUEAS will advise students to report any changes to their name or course to UEA Student Records.
- 3.5.3 UEA Student Records will update the student record and the changes will be reflected in the next transfer of data to be provided to UUEAS.
- 3.6 The information to be shared is that which is set out in Sections 3.1 and 3.2 above, and is hereafter referred to as the 'Data'.

## **4 Opting out of data sharing**

- 4.1 With regard to the sharing of Data described in 3.1.1 – 3.1.5 only, this data sharing agreement acknowledges the provisions in s.22 of the Education Act 1994 which state that<sup>2</sup>:
- 4.1.1 A student should have the right not to be a member of the Union.
- 4.1.2 Any student who exercises that right should not be unfairly disadvantaged with regard to the provision of services.
- 4.2 As defined in the Students' Union code of practice<sup>3</sup>, a student may opt out of membership of the Union by writing to the Chief Executive of the Union.
- 4.3 Any student opting out of membership of the Union is, in doing so, opting out of their data being processed by UUEAS. UUEAS will continue to offer appropriate services and facilities as defined in the University/Students' Union Code of Practice.
- 4.3.1 UUEAS will inform UEA of any student who has chosen to opt out of membership of the Union.
- 4.3.2 UEA will excluded any students who have opted out of membership of the Union from the Data feed.

## **5 General principles of data sharing**

- 5.1 The Parties will be data controllers in common of personal information they exchange with each other. This means that they will collaborate on the collection of personal data (so that data subjects will not need to provide data twice), but will each be separately responsible for its processing, and for informing data subjects of the processing purposes in respect of all personal data which they hold. Each Party will retain personal data for the periods required to fulfil the Aims of the data sharing, but will consult the other Party when periods are set to avoid discrepancies which could be detrimental.

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<sup>2</sup> <http://www.legislation.gov.uk/ukpga/1994/30/section/22>

<sup>3</sup> <https://www.uea.ac.uk/calendar/section3/regs%28gen%29/code-of-practice-relating-to-students%27-unions>

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5.2 No data will be shared unless it has been made known to the data subjects in advance and permission will have been granted by the data subjects, by way of a Fair Processing Notice or other such method as may be agreed between the Parties except where permission is not required in accordance with the Laws of England including the DPA.

5.2.1 UEA will describe the sharing of Data with UUEAS and processing of data in the student privacy notice published on the UEA web site ([http://www.uea.ac.uk/is/strategies/infregs/dp/student\\_dpa](http://www.uea.ac.uk/is/strategies/infregs/dp/student_dpa)).

5.2.2 UUEAS will describe the sharing of Data with UEA and processing of data in the student privacy notice published on the UUEAS web site (Currently <http://www.ueastudent.com/main-menu/your-union/privacy-policies> but will change with new site).

## 6 Use, disclosure and publication

6.1 Each Party will process the Data purely for the Aims and will not retain or process the Data for any other purpose.

6.2 The Data shall not at any time be copied, broadcast or disseminated to any other third parties, except in accordance with this Agreement, by other written agreement between the Parties, or as required by law.

6.3 The Parties undertake not to use the services of any sub-contractors in connection with the use or processing of the Data without the prior written approval of both Parties. Any processing of the Data by sub-contractors should be subject to a formal written data processing agreement. Specifically,

6.3.1 UEA and UUEAS have approved the use of Membership Solutions Limited (MSL) for the processing of the Data.

6.3.2 The document entitled “MSL Licence and Service Agreement” serves as the formal data processing agreement between UUEAS and Membership Solutions Limited (MSL).

6.4 No Data supplied by either Party will be transferred to a country outside the European Economic Area (EEA) by the receiving Party without gaining the agreement of the supplying Party. Principle 8 of the Data Protection Act 1998 states that personal data shall not be transferred outside the EEA unless it is to a country which ensures an adequate level of protection for the rights and freedoms of data subjects in relation to the processing of their personal data.

6.5 No steps will be taken to contact any party identified in the Data unless an individual has given prior consent to this use and disclosure, or, with regard to CCTV footage only, unless required for the Aims described in 2.2.11 and 2.3.3. The University’s Head of Security will be consulted prior to any contact being made with individuals whose data appears within UEA CCTV footage.

6.6 On reasonable notice, periodic checks may be conducted by either Party’s Data Protection Officer (in the case of UEA, this role is held by the Information Policy and Compliance Manager) or such representative to confirm compliance with the DPA and with the terms of this agreement. See Section 17 below for contact details.

6.7 Access to the data will be restricted to only those employees of each Party that are directly related to the Aims and have a need to access the data in the course of their employment.

6.8 UUEAS will restrict access to those individuals to only those parts of the Data necessary to execute their roles as specified below:

6.8.1 Student group administrators will access only email addresses of students who have chosen to join the group.

6.8.2 Academic course representatives and Union councillors will access only email addresses of students they represent.

6.8.3 Union executive officers will access all groups within their portfolio. For some officers, this will require access to all groups on the system.

6.8.4 Deputy CEO will access all groups on the system.

6.8.5 Student advisors will have access to SITS and other student data as described in 3.1.8 and 3.1.9.

6.9 Each Party will ensure that staff are properly trained and aware of their responsibilities in respect of any shared data they have access to. Training in information security and data protection must be completed before any processing of the Data is undertaken.

## 7 Security

7.1 The Parties agree to apply appropriate security measures to the Data, commensurate with the requirements of principle 7 of the Data Protection Act 1998 which states that: “appropriate technical and organisation measures shall be taken against unauthorised or unlawful processing of personal data and against accidental loss or destruction of, or damage to, personal data”. In particular, both Parties shall ensure that measures are in place to do everything reasonable to:

- make accidental compromise or damage unlikely during storage, handling, use, processing, transmission or transport
- deter deliberate compromise or opportunist attack, and
- promote discretion in order to avoid unauthorised access.

7.2 UUEAS will implement a level of IT security commensurate with that implemented at UEA as described in the University’s IT security policies (GISP - <https://portal.uea.ac.uk/information-services/strategy-planning-and-compliance/regulations-and-policies/information-regulations-and-policies/information-security/gisp>).

7.3 Each party will transfer the Data using secure transfer protocols and working procedures.

7.3.1 Data files will be encrypted when in transit.

7.3.2 Data files will be stored securely whilst being used and when not in use.

7.3.3 No data files should be stored locally or transferred to any other locations including removable storage.

7.3.4 Access to data files will be restricted to named parties from both UEA and UUEAS.

7.4 Any security incidents, breaches and newly identified vulnerabilities relating to the shared Data must be communicated with the corresponding Party’s Data Protection Officer at the earliest opportunity. See Section 17 below for contact details.

## 8 Communications

8.1 This agreement is subject to the following acceptable use conditions on communications (hereafter, ‘the Conditions’).

8.2 UUEAS will use the Data to send students emails which relate to its activities, products and services and which are of direct benefit to those students.

8.3 These emails will only be sent to students who opt into receiving these communications when they register on uea.su.

8.4 UUEAS will also use the Data to send all students emails which alert them to union elections and encourage them to register on uea.su. This will involve less than four “mass” emails a year. The schedule for these will be agreed between the UEA Internal Communications Officer and the UUEAS Marketing Manager each year.

8.5 UUEAS will restrict email volumes for the opted in groups as specified below:

8.5.1 Student/Academic/Representative groups – unlimited, but reasonable number of emails. To be discussed with the Internal Communications Officer to ensure no cross over with UEA student communications and to manage volumes.

8.5.2 Mass groups of students such as all opted in students, all opted in undergraduate students, all opted in postgraduate students – normally once per week per student in term time, and once per fortnight out of term time.

8.6 UUEAS will not send any emails:

- That encourage or result in students contravening University regulations ([http://www.uea.ac.uk/calendar/section3/regs\(gen\)/gen-regs-for-students](http://www.uea.ac.uk/calendar/section3/regs(gen)/gen-regs-for-students))
- That contain confidential information
- That could harm UEA’s reputation or interests in a regional, national or international context

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- 8.7 Messages must comply with the Privacy and Electronic Communications Regulations 2003 (PECR). These apply to any messages which contain:
- Advertising or marketing material for goods or services
  - Promotion of UUEAS's aims and ideals
  - Promotion of events or public meetings
  - Appeals for funds or support.
- 8.8 UUEAS will never use the Data provided by UEA for the purposes of marketing goods or services without first seeking and obtaining the explicit consent from the students concerned.
- 8.9 UUEAS will give students the option in each mailing to opt out from receiving any further emails generated from UUEAS's system.
- 8.10 If any of the terms of this agreement are broken by any members of UUEAS staff, student group administrators, academic course representatives, Union councillors or Union executive officers UEA may terminate the agreement in accordance with Section 16.2 below and withdraw permission for use of the Data.
- 8.11 This section of this agreement will be reviewed on a termly basis in relation to feedback from student users.

### **9 System changes**

- 9.1 UEA will inform UUEAS of any scheduled maintenance or unplanned service interruptions which might affect the service described in this Agreement. This will include, and not be limited to, UEA services offering account authentication and data transfer.
- 9.2 UUEAS will agree timescales with UEA for any planned maintenance or system changes affecting the UUEAS system which may affect the sharing of Data as described in this Agreement.

### **10 Data protection and human rights**

- 10.1 The use and disclosure of any Personal Data shall be in accordance with the obligations imposed upon the parties to this Agreement by the Data Protection Act 1998 and the Human Rights Act 1998. These obligations will be reflected in all relevant codes of practice or data protection operating rules adopted by the Parties to this Agreement.
- 10.2 Under the DPA, data subjects have a right of access to information held about them. The receipt by one Party of any Subject Access Request to access Data covered by this Agreement must be reported at the earliest opportunity to the UEA Information Policy and Compliance Manager, UUEAS Data Protection Officer or other such nominated officer representing the other Party. See Section 17 below for contact details.
- 10.3 The Parties shall agree between themselves which Party shall take responsibility and arrange the relevant response to that request.
- 10.4 Each Party shall give reasonable assistance as is necessary to the other in order to enable that Party to:
- Comply with requests for subject access from the data subjects;
  - Respond to request for information made under Freedom of Information Act 2000 or Environmental Information Regulations 2004;
  - Respond to Information Notices served by the Information Commissioner;
  - Respond to complaints and queries from data subjects;
  - Investigate any breach or alleged breach of the Act.

in accordance with their statutory obligations under the Data Protection Act 1998.

10.4.1 UEA is a public authority as defined by the Freedom of Information Act 2000 and subject to the provisions of that legislation.

10.4.2 UUEAS is not a public authority and not bound by the Freedom of Information Act 2000.

### **11 Confidentiality**

- 11.1 The Parties shall not use or divulge or communicate to any person (other than those who need to know the same for the Aims) without the prior written authority of the Parties), any Personal Data held by them, which it shall treat as private and confidential and safeguard accordingly.

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- 11.2 For the avoidance of doubt, the obligations of confidentiality imposed on the Parties by this Agreement shall continue in full force and effect to all Parties after the expiry or termination of this Agreement or a Party to it.

## **12 Indemnity**

- 12.1 In consideration of sharing of the Data for the Aims, each Party undertakes to indemnify another Party or any authority referred to in Section 12.3 below against any liability, which may be incurred by such person or authority as a result of that Party's breach of this Agreement.
- 12.2 Provided that this indemnity shall not apply:
- 12.2.1 where the liability arises from information supplied which is shown to have been incomplete or incorrect, unless the person or authority claiming the benefit of this indemnity establishes that the error did not result from any wilful wrongdoing or negligence on his part or on the part of any other person or authority referred to in Section 12.3 below;
  - 12.2.2 unless the person or authority claiming the benefit of this indemnity notifies the Party deemed responsible as soon as possible of any action, claim or demand to which this indemnity applies, commits the deemed responsible Party to deal with the action, claim or demand by settlement or otherwise and renders the deemed responsible Party all reasonable assistance in so dealing;
  - 12.2.3 to the extent that the person or authority claiming the benefit of this indemnity makes any admission which may be prejudicial to the defence of the action, claim or demand.
- 12.3 Persons who may claim the benefit of this indemnity are as follows: any current or former employee of each of the Parties.

## **13 Disputes**

- 13.1 If any dispute arises out of or in connection with this Agreement, the Parties will attempt in good faith to settle it by negotiation.
- 13.2 This Agreement is subject to English Law and the jurisdiction of the English Courts.

## **14 Review**

- 14.1 This agreement is subject to regular review to confirm that the sharing arrangement is achieving its Aims and objectives.
- 14.2 The agreement is valid from the Effective Date of the agreement until further notice. It will be reviewed at a minimum once a year. The current agreement will remain in effect until terminated or superseded by a revised agreement.
- 14.3 Review of the agreement shall be conducted by nominated parties from both UEA and UUEAS. Such parties are:
- 14.3.1 UEA. ARM (Head of Corporate Communications), ISD (Assistant Corporate Information Services Director, Information Policy and Compliance Manager).
  - 14.3.2 UUEAS. Deputy Chief Executive and Communications and Marketing Coordinator.

## **15 Data retention**

- 15.1 Data supplied by UEA held on the UUEAS system should be subject to routine deletion determined by each Party's records retention policies.
- 15.2 At the termination of the student's relationship with the University, their UEA IT account credentials expire. At this point, they will no longer be able to access the UUEAS system, and their record on that system will be securely deleted. An archived copy of their transactions will be held as part of the system audit trail in line with records retention policies for the UUEAS system.
- 15.3 Data supplied by UUEAS held on UEA systems are subject to records retention schedules published by UEA and available from <http://www.uea.ac.uk/is/strategies/infregs/Records+management/RRS%3a+department+policies>.

**16 Termination and variation**

- 16.1 This Agreement will remain current until superseded or either Party agrees to terminate their involvement.
- 16.2 Either Party may terminate this Agreement by giving at least 30 days’ notice in writing to the other Party.
- 16.3 Upon termination of this agreement each Party shall securely return any and all data shared which has not already been deleted in accordance with 15.1, as set out in Section 3, and shall do all that is reasonably required by each Party to ensure compliance with the DPA.
- 16.4 In the event that any Party wishes to vary any term of this Agreement, that Party will give notice, in writing, to the offices of the other Party, explaining the effect of and reason for the proposed variation. The Parties shall within 30 days of receipt of such a notice meet to discuss the variation.
- 16.5 All Parties must agree in writing to any proposed variation to this Agreement.

**17 Contacts**

- 17.1 The Data Protection Officer at each Party may be contacted on any matters in relation to this agreement, including data security and requests for information.
- 17.2 At UEA, the Data Protection Officer is the Information Compliance team at [dataprotection@uea.ac.uk](mailto:dataprotection@uea.ac.uk) or telephone 01603 59 2431/3523.
- 17.3 At UUEAS, the Data Protection Officer is Toby Cunningham, Deputy Chief Executive at [toby.cunningham@uea.ac.uk](mailto:toby.cunningham@uea.ac.uk) or telephone 01603 59 3272.

**Declaration**

I agree to abide by the terms and conditions of this agreement. In doing so, I am aware of and understand the relevant provisions of the 1998 Data Protection Act, and I agree to abide by these provisions.

Signature of the University of East Anglia	Date
.....	.....

Signature of Union of UEA Students	Date
------------------------------------	------

	
Jim Dickinson Chief Executive	18 <sup>th</sup> Aug 2016
.....	.....

**Appendix – Terms and definitions**

The principal terms used in this agreement are based upon the definitions laid out in section 1(1) of the 1998 Data Protection Act (DPA).

- ‘Data controller’ or data controllers means, a person who (either alone or jointly or in common with other persons) determines the purposes for which and the manner in which any personal data or other such data are to be used or processed.
- ‘Data’ means any and all data provided by one Party to another for the Purpose as set out in this Agreement, specifically including but not limited to Personal Data.
- ‘Personal Data’ means data which relate to a living individual who can be identified from those data, or from those data and other information which is in the possession of, or is likely to come into the possession of, the data controller, and includes any expression of opinion about the individual and any indication of the intentions of the data controller or any other person in respect of the individual
- The Seventh Data Principle – ‘Appropriate technical and organisation measures shall be taken against unauthorised or unlawful processing of personal data and against accidental loss or destruction of, or damage to, personal data’.
- ‘Student group’ is a recognised association of students as listed on the UUEAS website.

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- 'Weigand' is the trade name for a technology used in card readers and sensors, particularly for access control applications.

Section 2 of the DPA defines the meaning of 'sensitive personal data'.

- 'Sensitive Personal Data' means personal data consisting of information as to: racial or ethnic origin of the data subject; political opinions; religious beliefs or other beliefs of a similar nature; membership of a trade union; physical and mental health or condition; sexual life; commission or alleged commission of any offence.

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**Appendix Two**

Code of Practice Relating to Students' Unions approved by the Council of the University of East Anglia

*APPEND ONCE AGREED*

## Code of Practice Relating to Students' Unions approved by the Council of the University of East Anglia

### Amendments following review November 2016

#### 1. Preamble

- 1.1. Section 22 of the Education Act 1994 (the Act) lays a duty on the governing body of the University to:
  - 1.1.a. take such steps as are reasonably practicable to secure that any students' union for students at the establishment operates in a fair and democratic manner and is accountable for its finances;
  - 1.1.b. in particular take such steps as are reasonably practicable to secure that certain requirements are observed by or in relation to any student union at the establishment; and
  - 1.1.c. prepare and issue a code of practice as to the manner in which the requirements are to be carried into effect and setting out details of the arrangements made to secure the observance of each requirement.
- 1.2. In pursuance of its duties under the Act, the Council of the University (the Council) has approved this Code of Practice Relating to Students' Unions.
- 1.3. This Code will be reviewed from time to time and revised as necessary. It will be published annually and copies will be made available to staff and students.
- 1.4. The Council has determined that this Code applies to:
  - 1.4.a. the Union of UEA Students (the Union); and
    - ~~1.1.1. the Graduate Students' Association (the GSA).~~
- ~~1.2. Unless explicitly stated, all references to the Union shall also apply to the GSA, mutatis mutandis.~~
- 1.5. In this Code the Union includes all members, officers and staff of that organisation.
- 1.6. In this Code references to the Registrar & Secretary will be deemed to include a reference to any nominee.

Commented [JD1]: GSA Abolished

#### 2. Union Constitution

- 2.1. The Union is required to have a written Constitution, which must incorporate, inter alia, the following provisions:
  - 2.1.a. appointment to major Union Offices (~~defined by the Council as Officer Trustees of the Union~~) to be by election in a secret ballot in which all Union members are entitled to vote;
  - 2.1.b. prohibition on any one individual being a Full-time Student Officer for the Union for more than two years in total at the University;
  - 2.1.c. the stated availability ~~at identified locations within the Union and the University~~online of notices and Minutes of all Union meetings at which Union policy and/or action is or may be determined; and
  - 2.1.d. arrangements regarding the holding of referendum on external affiliations. (See clause 6.1d) below).
- 2.2. Proposals made to the University by the Union for amendments to its Constitution as approved by the Council shall be:
  - 2.2.a. approved by the Union in accordance with its Constitution; and
  - 2.2.b. approved by the Council or any body the Council decides to devolve these powers. For the time-being Council has established a Committee comprising the Pro-Vice-Chancellor (Academic), the Registrar & Secretary and the Dean of Students to approve amendments and to carry out the periodic review of the Constitution.

Commented [JD2]: UG and PG Sabbs not defined as MUOH- no required link to Trustee status

Commented [JD3]: Physical notices not used now

- 2.3. The Students Unions may make Bye-Laws or Regulations pursuant to the provisions of the Constitution or add Appendices setting out more detailed policies, procedures or protocols. Such Bye-Laws, Regulations or Appendices may be amended in accordance with the terms of the Constitution but must always be submitted to the Registrar & Secretary who will have the power of veto over such amendments where they will have a material effect on the democratic operation of the Students' Unions, their financial accountability or compliance with aspects of this Code.
- 2.4. In considering recommendations regarding the Union's Constitution, the bodies referred to in clauses 2.2 and 2.3 shall have regard to the provisions of this Code.

### 3. Union Elections

- 3.1. The Union is responsible for ensuring that its elections are fairly and properly conducted in accordance with:
- 3.1.a. the Education Act 1994;
  - 3.1.b. this Code; and
  - 3.1.c. the Union's Constitution as approved by the Council.
- 3.2. In accordance with its Constitution, the Union shall designate, subject to acceptance by the Registrar & Secretary on behalf of the Council, a Returning Officer who is required to satisfy the Council that the requirements specified in clause 3.1 are complied with. ~~(Unless otherwise approved by the Registrar & Secretary, Returning Officer of the Union of UEA Students shall be the relevant member of National Union of Students staff.)~~
- 3.3. The Returning Officer shall be responsible for advising the Union if, at any time, any action, policy or decision taken or under consideration by the Union, or any action taken by any candidates in Union elections or by their supporters, appears to the returning Officer to be incompatible with any part of clause 3.1 above. Should the position not be resolved by the Union to the Returning Officer's satisfaction, the Returning Officer is required to inform the Registrar & Secretary in writing.

Commented [JD4]: Not NUS anymore but usually a CEO from another SU

### 4. Non-Membership of the Union

- 4.1. A student has the right:
- 4.1.a. not to be a member of the Union; and
  - 4.1.b. if exercising that right, not to be unfairly disadvantaged with regard to the provisions of services or otherwise by reason of having done so.
- 4.2. A student who wishes to exercise the right conferred in clause 4.1a) should inform in writing the Chief Executive of the Union ~~and/or the Permanent Treasurer of the GSA~~, who shall provide a written acknowledgement. The student may reverse the decision (on one occasion only within an academic year) by writing to the Chief Executive ~~and/or the Permanent Treasurer of the GSA~~ stating a wish to resume membership, which will be acknowledged in writing. Otherwise, any decision to opt-out of Union membership shall hold good for the remainder of the academic year in question.
- 4.3. A student who opts out of their membership shall be able to:
- 4.3.a. use all ~~commercial~~ services and facilities provided by the Union;
  - 4.3.b. be a non-voting member of Union Clubs and Societies (see clause 4.4 below);
  - ~~4.3.c. use the Union's Advice Centre; and~~
  - ~~4.3.d. be eligible for readmission to Associate Membership of the Graduate Students' Club.~~
- 4.4. The rights and restrictions of being a non-voting member of Union Societies shall be set out in the Union's Constitution and shall be stated in writing by the Chief Executive of the Union ~~and/or the Permanent Treasurer of the GSA~~ to any student who opts out of Union membership.
- 4.5. A student who opts out of Union membership shall not be able to:

Commented [JD5]: GSA abolished

Commented [JD6]: Simplified as multiple non commercial services

Commented [JD7]: GSA abolished

4.6-4.5.a. nominate, stand or vote in any Union, or ~~Union club, society or peer support~~ Student Opportunity group election or in any National Union of Students (NUS) election organised by the Union;

Commented [JD8]: Generic name now Student Opportunity Groups

Formatted

4.7-4.6. attend any Union meeting referred to in the Union's Constitution and/or any committee meeting of any Union ~~club, society or peer support~~ student opportunity group; and

4.8-4.7. participate in the NUS via the Union.

## 5. Financial Affairs

5.1. The Union is responsible for ensuring that all funds available to it are used in accordance with:

- 5.1.a. the Education Act 1994;
- 5.1.b. this Code;
- 5.1.c. the Union's Constitution as approved by the Council;
- 5.1.d. advice on Students' Union expenditure as may be issued from time to time by the relevant government department or the Charity Commission; and
- 5.1.e. any restrictions imposed on the activities of the Union by law relating to charities.

5.2. The Chief Executive of the Union shall be responsible for advising the ~~Union Chair of the Union~~ Trusted Board if, at any time, any action, policy or decision under consideration by the Union is or is likely to be incompatible with any part of para 5.1 above. Should the position not be resolved by the Chief Executive they are required to inform the Registrar & Secretary in writing.

Commented [JD9]: Correct process

5.3. The Union has agreed with the Registrar and Secretary a memorandum setting out requirements ~~is required~~ in respect of all funds available to it (including those attaching to any subsidiary companies which it owns) ~~to which ensure~~:

- 5.3.a. ~~ensure~~ that accounts and accounting records are kept in accordance with normal professional accounting principles;
- 5.3.b. ~~maintain~~ the maintenance of a sound system of internal financial management and control;
- ~~5.3.c. appropriate processes for financial planning plan and conduct its financial affairs so as to ensure that its total income is at least sufficient, taking one year with another, to meet its total expenditure and that its financial solvency is maintained;~~
- ~~5.3.d. obtain the prior written consent of the Registrar & Secretary to any transaction in excess of such sum as the Council shall from time to time specify, not being less than £50,000, involving land, buildings or equipment and to the borrowing of any money for a period in excess of 12 months;~~
- ~~5.3.e. 5.3.c. refrain from giving any guarantees or indemnities incurring contingent liabilities other than in the normal course of business; and~~
- ~~5.3.f. maintain maintenance of adequate insurance cover as specified in a Memorandum of Agreement on Property and Financial Arrangements between the University and the Union;~~
- ~~5.3.g. prepare provisional budgets for the following financial year;~~
- ~~5.3.h. obtain the approval of the Union to such budgets in accordance with the provisions of its Constitution and submit them for scrutiny and approval by the Registrar and Secretary at such times as the University may from time to time reasonably determine;~~
- ~~5.3.i. obtain the prior written consent of the Registrar & Secretary to any expenditure not contained in a budget approved by the Registrar & Secretary in excess of such sum as the Council shall from time to time specify not being less than £25,000;~~
- ~~5.3.j. prepare audited accounts and financial reports normally within four months of the end of the financial year or by such other dates as the University may from time to time reasonably determine;~~
- ~~5.3.k. obtain the approval of the Union to such accounts in accordance with the provisions of its Constitution, notify their availability at identified locations to all students and submit them to the Registrar & Secretary at such times as the University may from time to time reasonably determine;~~
- ~~5.3.l. 5.3.d. provide reports of income and expenditure against budget for consideration by the Union and the University annually, and at such other times and for such periods as the University may from time to time reasonably determine, and notify their availability at identified locations to all students;~~
- ~~5.3.m. 5.3.e. publication~~ ish within the annual accounts and financial reports:

Commented [JD10]: This is all covered in the financial section of the MOU. The wording left reflects what is required to comply with EA94.

- ~~5.3.m.1~~5.3.e.1. a list of currently affiliated external organisations relevant to the generality of students
- ~~5.3.m.2~~5.3.e.2. details of subscriptions or similar fees paid to such external affiliated organisations in the past year on behalf of the generality of students
- ~~5.3.m.3~~5.3.e.3. details of any donations made to external organisations, whether affiliated or not; and
- ~~5.3.m.5~~5.3.f. establish **ment** in accordance with the provisions of its Constitution written procedures for the allocations of resources to clubs, societies and peer support groups which must be clear, fair and freely accessible to all students. The procedures shall be provided to the Registrar & Secretary upon request.

## 6. External Affiliations

- 6.1. The Union is required to:
- 6.1.a. publish notice of any decisions to affiliate, on behalf of the generality of students, to an external organisation stating the name of each such organisation and details of any subscription, fee or donation paid or proposed to be paid;
  - 6.1.b. publish lists of such affiliations, payments and donations as specified in clause 5.4n) above;
  - 6.1.c. submit the current list of such affiliations on behalf of the generality of students for approval by the annual meeting of Union Council, in accordance with the provisions of its Constitution;
- 6.2. hold a referendum in accordance with the provisions of its Constitution on the question of continued affiliation to any particular organisation;
- 6.2.a. if a motion to that effect is ~~made proposed by a minimum of one thirtieth of the ordinary members and carried by a minimum of one thirtieth of the ordinary members~~; and
  - 6.2.b. provided that no other referendum relating to affiliation to that particular organisation has been held in the preceding twelve month period.
- 6.3. For the purposes of clauses 5.4n) and 6.1 above, references to affiliation to an external organisation, on behalf of the generality of students, include any form of membership of, or formal association with, an organisation whose purposes are not confined to purposes connected with the University of East Anglia.

## 7. Complaints Procedure

- 7.1. Any student or group of students who is
- 7.1.a. dissatisfied with their dealing with the Union or
  - 7.1.b. claims to be unfairly disadvantaged by reason of their having exercised the right referred to in clause 4.1 above
- ~~7.2.~~ may make a complaint, which should be dealt with promptly and fairly with an effective remedy if upheld.

~~7.3~~7.2. A student or group of students making a complaint under para 7.1 shall state it in writing to the postholder specified in the Union's Constitution.

~~7.4~~7.3. On receipt of a complaint under clause 7.1, the Union shall investigate and respond to the complaint(s) in accordance with the provisions of its Constitution and shall notify the complainant(s) in writing of the outcome (including specification of any remedy if upheld) within twenty working days of the date of receipt of the complaint.

~~7.5~~7.4. If dissatisfied with the action taken by the Union, the complainant(s) may within ten working days of the date of its notification appeal directly to the ~~Dean of Students~~ **Director of Student Services** who shall investigate the matter and issue a written report of findings to the complainant(s) and to the Union (including specification of any remedy if upheld) within ten working days of the date of receipt of the appeal.

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Commented [JD11]: New name

~~7.6-7.5.~~ If dissatisfied with the action taken by the ~~Dean of Students~~ Director of Student Services, either the complainant(s) and/or the Union may within ten working days of the date of its notification request the Director of Student Services ~~Dean of Students~~ to refer the report to the Registrar & Secretary with a recommendation that the Council appoint an independent person to investigate and report on the complaint.

Commented [JD12]: New name

~~7.7-7.6.~~ On receipt of such a recommendation, the Registrar & Secretary shall consult the Chairman of the Council who shall, unless the Chairman determines the complaint to be frivolous, make the appointment referred to in clause 7.5 above on behalf of the Council.

~~7.8-7.7.~~ At the Chairman's sole discretion and depending upon the nature of the case, the independent person appointed so may be asked to:

- ~~7.8.a-7.7.a.~~ determine the matter on behalf of the Council; or
- ~~7.8.b-7.7.b.~~ make recommendations to the Council for its determination.

~~7.9-7.8.~~ The independent person shall as soon as practicable prepare a written report on the complaint (including specification of any remedy if upheld) and send it to the Registrar & Secretary who shall:

- ~~7.9.a-7.8.a.~~ inform the complainant(s), the Union and the Dean of Students of the contents of the report
- ~~7.9.b-7.8.b.~~ submit the report to the Council at the next available opportunity:

- ~~7.9.c-7.8.c.~~ for information if clause 7.7a) applies
- ~~7.9.d-7.8.d.~~ for determination if clause 7.7b) applies

~~7.10-7.9.~~ The decision made under clauses 7.7 and 7.8 above on the outcome of the complaint and upon any remedy if upheld shall be final.

## 8. Sanctions

- 8.1. Failure to comply with this Code or any statutory requirements may require the repayment in whole or in part of funds paid by the University to the Union, together with interest in respect of any period during which a sum due to the University under this or any other condition remains unpaid.
- 8.2. Breaches of this Code may lead to disciplinary procedures within the University and may also be dealt with in the Courts if they involve breaches of the law.

# paper

Subject:	<b>Commercial Supply</b>
Produced by:	Jim Dickinson, CEO
To:	Trustee Board
Date:	15 <sup>th</sup> December 2016
Action:	To consider/discuss
Paper:	TB690
Status:	Confidential Paper redacted due to commercial confidentiality
Purpose:	This paper discusses potential future options in relation to commercial supply

## Introduction

Almost all Students' Unions operating commercial services in the UK purchase their supplies for resale through NUS Services Limited, the buying consortium operated by NUS. In previous meetings we have rehearsed emergent problems with the consortium. This paper details those issues and examines potential future options for discussion.

## History

Students' Unions have collaborated for many years on the purchase of brewed products. This began as a group of Students' Unions operating outside of NUS in the form of a "Bars Working Party" in the early seventies, morphing into the "National Student Services Organisation" in the late seventies. The arrangement was formalized when NUS took a stake in NSSO in the mid eighties, and between then and the late 1990s the consortium was very successful.

Students' Unions are only allowed to use NUSSL if they are a member of NUS. However members of NUS are not compelled to use NUSSL.

Through the period it has had six key roles:

- Bulk **purchase** of brewed products and latterly catering and retail supplies at preferential rates
- Operating a **central billing** function to reduce paperwork for SUs
- Driving **ethical supply** and purchaser through constructive engagement with suppliers
- Offering **promotional** support through a variety of agreements
- Offering commercial **consultancy** support to SUs to enable them to grow their business
- Supplying the **NUS Extra Card** to SUs
- Supplying **IT and Web support** via NUS Digital

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# ICT & Web Infrastructure

2016-17: steering conversation

chloe alexander  
head of operations

**uea**su | union of  
uea students

## Where do we want to be?

2018 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

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## where are we?

In 2015-16 we:

- Set up an IT Working Group to stay on top of projects as well as hardware and software issues
- Moved our file and data storage over to UEA's servers, enabling better security and support from ITCS
- We identified areas of IT training for our staff
- We began to introduce new financial reporting via exchequer 365 but have yet to see the benefits
- We investigated the options for streamlining a single system for career and student staff HR, Payroll and Rotas
- We simplified the way we book rooms using Microsoft 365
- We reviewed and updated our data sharing agreement with UEA
- We developed our work on tribes, helping us to better understand our membership
- We gave notice to NUS Digital and launched a new web platform using MSL

3

## areas of focus: projects

- In 2016/17 there are 3 emerging themes which we hope to focus on.

1. Systems Projects from the working group:

- HR and Rotas Software
- Re-fitting Payroll
- Full Exchequer 365 implementation
- Identifying training gaps among our staff
- Troubleshooting IT issues
- Working on implementing internal collaboration tools such as the groups function from 365

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## areas of focus: hardware

2. Hardware:

- Anticipating that the organisation will become more and more mobile over time
- Explore the way in which we implement hardware across the organisation
- Look to alternative models i.e:
  - Capex allocation for career staff hardware
  - IT allowance
  - A contribution towards hardware & IT support as opposed to organisation provided IT.

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## areas of focus: MSL

3. MSL Implementation

### UPDATE

Website launched in time for freshers, still issues with current content and design layout.  
Payment gateway has been setup with Paypal and Sagepay, -  
Training for staff 14th November  
Shop- now live  
App- Should be launched Jan  
Design/Layout- Looking to reskin

### NEXT

Continue to add functionality (Box Office, Volunteering)

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uea students

**from you...**

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- Thoughts?
- Questions?
- Is this the right direction for us, this year?



**thank  
you**

**chloe alexander**  
head of operations  
[c.alexander@uea.ac.uk](mailto:c.alexander@uea.ac.uk)



# Enabling Strategy | Equality and Diversity

**AMBITIONS:** This plan will demonstrate the unions commitment to E&D in HR

<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>We have an understanding for the need for E&amp;D in our people management</li> <li>All staff engaged in recruitment undertake UEA E&amp;D in recruitment on-line training modules</li> <li>We have collated E&amp;D data on student applicants and appointees</li> <li>We have asked all managers in SE to set targets for E&amp;D in recruitment this year based on the data from last year</li> <li>We conduct the NUS/Agenda Consulting staff survey annually</li> <li>We conduct an annual survey of SS and self-definition</li> </ul>	<p><b>Analysis:</b></p> <ul style="list-style-type: none"> <li>We need resources in place to fully analyse student staff recruitment data</li> <li>We have anonymised staff recruitment for shortlisting candidates</li> <li>Staff survey results demonstrate staff perceive that the organisation takes E&amp;D seriously in policy and practice             <ul style="list-style-type: none"> <li>"people here are treated equally irrespective of ethnicity, gender, disability, age, sexuality or religion" 89%</li> <li>"This organisation values diversity" 87%</li> </ul> </li> </ul>	<p><b>Priorities for the year ahead:</b></p> <ul style="list-style-type: none"> <li>To analyse student staff data</li> <li>To engage managers in E&amp;D recruitment within their area's</li> <li>To publish SS recruitment data</li> <li>To work with career staff from an E&amp;D background on supporting their experience at working and living in Norwich</li> </ul>
<p><b>BUDGET(S) ISSUES</b> Resources to collect, collate and analyse data in HR team</p>	<p><b>STRATEGIC OBJECTIVES ALLOCATED HERE</b> Recruitment of SS in 2017 will meet university E&amp;D data Departments to take responsibility for setting and delivering targets Include SS in NUS survey Staff involved in recruitment to take Harvard 'Unconscious Bias' on-line survey Commission external consultant to do a review of the experience of E&amp;D career staff and their experience of working at UEA SU</p>	<p><b>BOARD LEVEL KPIS ALLOCATED HERE</b> Staff believe we value diversity E&amp;D PER Engagement Survey 70% Employee targets PER Career staff within 20% of local diversity Career Staff Gender 51% Career Staff Ethnicity 3.5% PER Student staff within 20% of student diversity Student Staff BME 27.8% Student Staff Gender 61.0% Student Staff Disability 10.9% Student Staff International 19.5% Student Staff Sexuality 4.8%</p>
<p><b>In 2017-18 we will focus in the following areas:</b></p>		
<p><b>Activity</b> <b>Recruitment of SS in 2017 will meet university E&amp;D data</b></p> <p><b>Measures</b> Student Staff BME 27.8% Student Staff Gender 61.0% Student Staff Disability 10.9% Student Staff International 19.5% Student Staff Sexuality 4.8%</p>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li><b>SS to complete NUS engagement survey</b></li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>40% SS complete survey</li> <li>(MIL) create actions plan on back of survey results</li> </ul>	<p><b>Activity</b> Commission external consultant to do a review of the experience of E&amp;D career staff and their experience of working at UEA SU</p> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>(MIL) Survey completed with action plan and KPI's</li> </ul>



**Bursting the Union Bubble?**  
National Student Survey Results 2016

uea **SU** students transforming

**SU**

**NSS 2016: UEA Headlines**

- **Joint 3rd for Overall Satisfaction**
  - This sees us above Oxford and Cambridge and several key competitors such as Surrey, Essex, Kent and Nottingham.
  - Ahead of us are Keele (1<sup>st</sup> for the 3<sup>rd</sup> year in a row) and Liverpool Hope University.
- **Joint 46th for Assessment and Feedback**
  - This is up from 60<sup>th</sup> in 2015.
- **Joint 9th for Teaching**
  - Joint with a number of other institutions including Birmingham and Bristol. This is three places down on 2015.

**SU**

**NSS 2016: SU Headlines**

**Question 23 the key metric:**

- Thinking of all the services, including support, activities and academic representation provided by the Students' Union (Association or Guild) at your institution, to what extent do you agree with the following statement:
- 'I am satisfied with the Students' Union (Association or Guild) at my institution'

**SU**

**NSS Q23**

- Building developments seem to a dramatic impact on satisfaction scores, as can be seen in the rises from Nottingham Trent, Man Met, Liverpool and Bristol.
- Negative press stories about specific students' unions seem to have a big influence on satisfaction. It would be interesting to see how long this lasts. Any tales from previous years would be appreciated.
- Students' unions at collegiate universities continue to struggle to keep pace with the rest of the sector and appear to have growing dissatisfaction scores.
- We have a of new entrant into the top 10 – welcome to Harper Adams SU – but other than that the unions (and their scores) at the top of the table are boringly stable (give us a chance Sheffield...!)

**SU**

**NSS Q23 UEA**

- This year we are at sector average for Q23
- **This is the lowest we have scored on the question for a decade**
- We have dropped 40 places in rank terms- the **biggest loser** in the SU sector in the UK

**SU**

**NSS Q23: 2016**

	2015	2016
Agree	77%	68%
Neutral/Don't know	15%	19%
Disagree	09%	13%

**NOTES**

- Full time first degree
- No significant drops by any category (it's across the board)
- In count terms just under 250 exiting students were not satisfied with the SU this year (out of 1803)
- Cognitive research suggests that Neutral/Don't know can **also** mean "I like and dislike this area"



## Some Theory

- "Fastest way to undermine the Welfare State is to take the middle classes out of it"
- What does the average student believe the SU **generally** focuses on?
- What does the average student believe the SU **representative and campaigning function** focuses on?
- **Who** does the **average student** believe the SU focusses on?

## How loud are students heard?

1. Students are mentioned negatively
2. Students are not discussed
3. Students are mentioned in a (FTUG) lump
4. Students are divided by mass groups ("international", "postgraduate", ("normal"))
5. Students are understood in institutional diversities
6. Students are understood in multiple diversities

## What do students say?

- "Some evidence that the union is there to look after us"
- "Some evidence that the union will sell me things"
- "Some evidence that the union will help me get involved"
- Scant evidence that the union's role is to represent, but even that is "telling them you're funny" instead of "making them laugh"

## Things from other orgs

- A campaign for members to sign up to
- A story of how a rep/activist/volunteer has run a campaign in their area for change
- A story of how a life has changed as a result of our work
- Issue of the week- and what we are doing about it
- A rights charter based on a demographic or issue
- A record of what the org won for members last year
- A box for members to record their experiences with ideas for improvement
- A blog from leaders with some views about the govt / service not just a record of actions

## What do others talk about?

- "Bread & Butter" / hygiene issues that affect most students
  - Classroom issues - teaching quality, teaching space, timetabling, ICT facilities
  - Housing & accommodation
  - Buses
  - Safety & security
  - Finance
- Issues that arise "seasonally" out of the student life journey
  - Arrival, orientation and induction
  - Assessment & feedback
  - Housing
  - Graduation
- Issues that are slightly sensitive and that there is reluctance to talk about
  - Feeling isolated or lonely
  - Being bullied

## What types of things do others talk about?

- **Issues where imagination, creativity, sense making, vision etc can add value**
  - An estates or landmark building
  - A new student centre
- **Issues where a problem needs to be described or defined or a service reviewed**
  - How to improve the careers service
  - Sports & recreation facilities
- **Issues that affect a definable sub-group whose voice may be muted**
  - International students
  - Distance learning students

**SU**

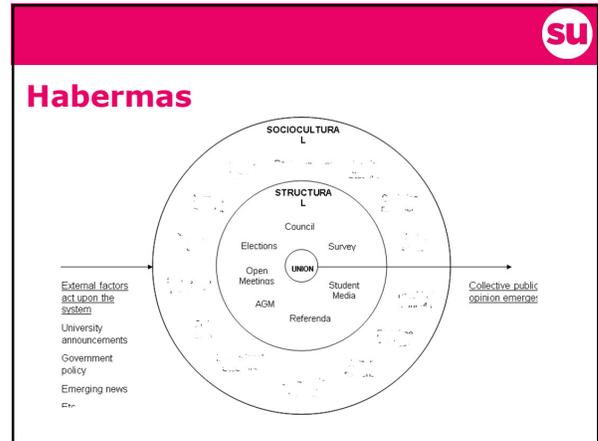
## Others' campaigning goals

1. We will increase contact time for all students by at least 1 hour per week
2. We will ensure that the personal tutor system works for every student & that students have clear entitlement
3. We will ensure all teaching staff have recognised teaching qualifications, requisite language & others skills and that poor teaching is addressed rapidly
4. We will ensure that support services are accessible to all students including part-time students
5. All students to receive face-to-face feedback for at least their first assignment
6. All Hidden course costs to be calculated & published before the start of the year
7. We will ensure all courses use some variety of assessment methods and that students have choice in assessment method

**SU**

## Others' campaigning goals ideas

- We will ensure that students are treated with respect by all university staff and reduce lecturer lateness & cancellations
- We will ensure that students are fully aware of options for early course transfer
- We will improve the service received by students who are unhappy with their initial halls provision including social factors
- We will increase the support and contact with students in the period between application acceptance & arrival at university
- We will produce summary information for each faculty showing what students fees, & other university income is spent
- We will campaign to see that excellent teachers are supported, recognised & rewarded



**SU**

## Habermas

- Key mistake is to assume that the **structural** reflects the **sociocultural**
- **Structural= Come to me**
- **Sociocultural= Go to them**
- Leadership engagement with the sociocultural is critical
- Understanding, motivating and influencing the sociocultural is massively important

**SU**

## Representative Politics & the PS

- Levesque and Murray- Trade Unions
- **Structural= Come to me**
- **Sociocultural= Go to them**
- Structures are designed for over-involvement but soon take on life of own and four classic mistakes emerge
  1. **First** mistake is to grow (and grow and grow) the structural
  2. **Second** mistake is to maintain myths about it (coverage of populus, linearity of process of rep)
  3. **Third** mistakes is to maintain complexity and rigidity in it (understanding the rules as capital)
  4. **Fourth** mistake is to address faults **only** through the induction argument (we need to train more people in it, give more (or types of) people confidence in it)
- All a distraction from addressing, leading and engaging in real sociocultural

**SU**

**SU**

### Fixing amounts to

**Socio Cultural**

- Choosing specific issues that resonate
- Relentlessly focussing on them, repeating and adapting them ("take back control")
- Dramatically improving the depth and breadth of actual engagement with the socio-cultural

**Structural**

- Getting the "engaged donut" inside
- Positing them as leaders
- Improving experience of encounters

**SU**

### Detail and Simplicity

**SU**

### EU Referendum

- Vote Leave
- Take Back Control
- Remain
- Britain Stronger In Europe

**SU**

<b>Develop Publish and manage against Service Promises with student managers</b>	<b>Pick the right issues that overall can command support</b>
Fix obvious service issues quickly with leadership of Student Managers	Engage with the structural as leaders and socio cultural with simplicity, stories and repetition

**SU**

**Pick the right issues that overall can command support**

**Engage with the structural as leaders (us)**

**Engage with the socio cultural with simplicity, stories and repetition (them)**



## Q23 in 2017

- Next year the NSS will refocus on academic matters
- As such Q23 will either disappear or be refocused
- NUS has been working with HEFCE on a draft new Q23  
*"Students' academic interests on my course are effectively represented by the Students' Union (Association or Guild)"*
- That wording would be an absolute disaster. Very few SUs would see as their role to represent academic interests **at the course level**. A more helpful question might have been:  
*"Students' academic interests at the institution are effectively represented by the Students' Union (Association or Guild)"*
- **Either way** there is a whole piece of work to be done on **convincing students** that their **academic interests** are effectively represented by the Students' Union.



## Actions

- Priority Project for Officers
  - Jim as Senior Management Sponsor
1. Service "Promises" and Services Fixes
  2. Steps to improve officer engagement with socio-cultural
  3. Steps to focus heavily on issues and action SU taking (Education & Welfare Focus)

@unionuea  
 union.info@uea.ac.uk



## Bursting the Union Bubble

### Implications Notes

#### 1. Engaging with the Socio Cultural

At the meeting we discussed ways in which to increase engagement between the SU and its leaders and students in the socio-cultural sphere.

- **Direct Conversations with every new student** UWLSU have a commitment to speak to then phone every student every year. Three purposes- outlining support, planning participation and data capture (tribes)  
Action: JD to liaise with UWLSU to see if/how the scheme can be adapted. Capture mobile nos through MSL
- **Retain newsSU but shorter/smaller** Review distribution. Have a newsSU page in every Concrete. Generate some video content. Recruit student copywriter (blogs and articles) and manage from comms.  
Action: Lauren
- **Officer Blogs** Commit to one a week in term time for FTOs. Make about student issues. Use student copywriter to support as appropriate. Plan issues on grid in advance. Manage volume and standard.  
Action: Lauren
- **Societies and clubs** Attend every first meeting to introduce. Foamex boards, 5 key messages- key student priorities. System via Lynne's team.  
Action: Lynne
- **Campaign Videos** Commission 24 (one a week TT) from UEATV. Grid plan issues with flexibility and use C&P team on copy. Vox Pop students discussing the issue positively.  
Action: Lauren and Naomi
- **Social Media** French radio station standard- on FB, Twitter and other platforms at least 50% of our output has to be non commercial (and 50% of that has to be on student issues not the SU itself). Recognise that depts. and officers will need to support MarComms to deliver this. Also create appropriate standard around website (with KPIs)  
Action: Lauren and Jim
- **Ents** Duty sabb(s) plus PTOs to work the queues (petitions etc) every week at Damn Good, Sports Night and The A List. Could be QC subject of the week? Plus "on stage" role throughout Freshers.  
Action: Zoe/Lauren
- **Welcome Week** Ensure plans already in place on induction talks and Sunday LCR executed and promoted esp via Schools  
Action: Jim/Naomi
- **Halls Reps** Trial 2 per hall with online election in Week One (with focus on wellbeing and social activity/union liaison)  
Action: Jim
- **Free Tea with...** Replicate the Exeter scheme and manage delivery- Defined times, proper stall, copy and materials. Manage via student staff.  
Action: Naomi
- **QuestionPro:** Launch W2 and link to QC themes  
Action: Naomi
- **PGR Centres:** Do invite meetings where they exist (ie John Innes) and connect with Academics where they don't to do semi informals in scholars  
Action: Silvia
- **Headlines** Find student headlines to focus on in each Priority Campaign- Fish these out and repeat relentlessly in the planning grid  
Action: Amy/Naomi

- **Polls and Referendums** Nail when something becomes a poll or referendum (either when a vote is close, or on a "non student/soccit" issue, or both  
Action: Amy/Jim

## 2. Creating leaders from the structural

Develop and run a student leadership / insiders conference (discussion on strategy, wider role etc) in Late October/Early November. For anyone with an SU badge/role inc C&S. Mixture of Sabbs led plenaries on priorities, SU development/strategy sessions, and leadership skills sessions  
Action: Jim/Lynne

Plus

- Review Staff inductions/Staff 121s/Appraisals
- Email all student staff every week (Need to Know- 5 things, and mystery shop it)
- Develop a proper Academic Societies Strategy (Lynne & Naomi)
- Run a Media Collective Hangout with the three committees

## 3. NSS Q23.5- Education Focus

Pick the top 10 or top 5 issue (is this the welcome week poll)

Top 10 or 5 wider issues in week two?

Heavily promote these all year (posters, social media, updates etc)

Encourage reps to pick their five too

## 4. Quality Conversations 2016/17

Last year the scheme ran with a target of 300 conversations a week and the following purpose:

By deploying staff, officers and volunteers into a proactive collection role, information on the SUs work will be brought to students rather than them needing to seek it out and their views and concerns will be collected, listened to and acted upon much more regularly. Crucially, human interactions (which UEA builds a justifiable reputation on) will help us develop a genuine **relationship** with our members.

Problems Identified:

- Some staff not committing the time to deliver the scheme
- Some staff feeling uncomfortable about delivering the scheme
- A focus on Union House to the detriment of the rest of the campus
- Lack of commitment from officers
- Failure to properly close the feedback loop
- Students not understanding the context

There were huge benefits in terms of data collection and staff understanding of and contact with students and we do not propose to abolish the scheme, however this year we would propose changes as follows:

- All staff paired up with someone from another department
- All staff commit one (planned in the diary) hour for the scheme per week TTO (rather than a target number per week)
- Pairs allocated to campus locations (ie Library)
- Officers not part of the scheme
- A more general script focussed on SU role & function, adviceSU and student issues priorities
- All students given a thank you card that details our top 5/10 issues for the year and how to contact adviceSU for support on issues

## **Appendix: Top 10: Sample issues to focus on/Choose from (Building on Bath SU Example)**

### **Academic Issues**

- More study space on campus- especially in and around the Library
- Improving the quality of feedback on coursework and exams
- Scrapping 100% coursework and exam pieces in a module
- Securing the right to fail a module
- Implementing online submission, marking and feedback across UEA
- Improving the quality and consistency of postgraduate supervision
- Fair group work policies in each department
- Make sure module evaluations are effectively addressed and actions communicated
- Making it easier to complain if there's a course related problem
- A proper review of support for students out on placement
- Increase the provision of recorded lectures
- Ensure the role of Personal Tutors is clear and meets the needs of students
- Provide personalised academic timetables earlier for students
- Increase access to, and information about core texts
- Support students to manage their University workload, and create a good work/life balance

### **Wider Issues**

- Improve mental health provision on campus, both prevention and treatment
- Improve links to future careers within courses
- Increase and improve access to sports, societies, volunteering and enterprise opportunities for all students
- Develop a housing guarantor scheme for international students
- Increase the provision of free drinking water on campus
- Provide an open and flexible learning and social space in town
- Engage students to secure a University free from harassment, bullying and discrimination
- Help students make their finances go further
- Increase provision of fresh and healthy food on campus
- Bring about improvements to the cost and quality of food and drink provision on campus
- Increase the number of jobs for students on campus at a living wage
- Engage with local bodies to campaign for improved standards to student accommodation and against planned restrictions to shared housing
- Improve bus provision to campus through working with the bus companies and the local Council

## **Appendix: Proposed Engagement Promises**

As part of the wider project on promises/standards the SOC would issue a version of this

- We'll prioritise around ten big student experience issues every year that come from talking to students
- We'll talk directly to at least 300 students every week about what's going on on campus or on courses
- We'll launch a new e-research platform so that we can consult on what we're saying about students to University committees
- We'll report on what we're doing on the big student issues every fortnight both online and in newsSU
- We'll make sure our 400 student staff know about what the union is doing for students
- When a big political issue comes up at the Union Council we'll push for it to be voted on at an all student referendum
- We'll come to every first meeting of every Club and Society every year to chat about student issues
- We'll launch a new Halls Reps system and phone every new student so that first years' concerns don't get ignored
- We'll spend time in the Hive and around campus every week giving away Tea and Coffee and talking about your student experience
- We'll prioritise developing strong academic societies in every school



# Strategic Risk Management

2016-17

**Toby Cunningham**  
Deputy Chief Executive



## Why?

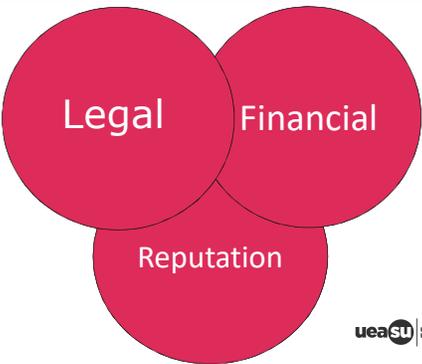
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To take a long term organisational view of the risks that might prevent the long term development of the union



## What – the prime areas of risk

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## How – quantifying risk

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**RISK SCORE**

Significance	Probability
4 Major/critical	4 Very Likely
3 Significant	3 Likely
2 Moderate	2 Possible
1 Minor	1 Remote

Major/critical = 4	1	2	3	4
Significant = 3	3	6	9	12
Moderate = 2	2	4	6	8
Minor = 1	2	2	3	4
Impact Likelihood	Remote = 1	Possible = 2	Likely = 3	Very Likely = 4



## Legal & Compliance

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- Governance – Board effectiveness
- Company and Charity law
- General legal compliance
- Policy – ultra vires
- Data Protection
- Fraud & Theft
- Licensing
- HR & payroll
- Health and Safety



## Finance & Funding

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- Austerity in HE
- Brexit
- Relationship with UEA - Block Grant
- Collapse of SUS Pension Scheme
- Removal of alcohol License
- Financial reporting
- Theft/Fraud
- Commercial decline (competition, live music, loss of shop)
- Employment legislation
- General compensation through legal breach
- Inability to trade (Disaster, quarantine)





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 UEA STUDENT'S UNION December 2016**

RISK SCORE

**Significance**

- 4 Major/critical
- 3 Significant
- 2 Moderate
- 1 Minor

**Probability**

- 4 Very Likely
- 3 Likely
- 2 Possible
- 1 Remote

Major/critical = 4	4	8	12	16
Significant = 3	3	6	9	12
Moderate = 2	2	4	6	8
Minor = 1	2	2	3	4
Impact Likelihood	Remote = 1	Possible = 2	Likely = 3	Very Likely = 4

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<b>Governance and legal</b>										
<b>1. Trustee Board</b>	Poor quality governance leads to poor decision making including inappropriate behaviour or performance including legal failings	4	3	12	<ul style="list-style-type: none"> <li>• Induction and handover</li> <li>• Support of SMT</li> <li>• Policies and procedures</li> <li>• Timetable of items to be approved</li> <li>• Recruitment of experienced external trustees</li> <li>• Director and Officer insurance in place for protection of trustees</li> <li>• Incorporation</li> </ul>	4	2	8	TB, CEO	<ul style="list-style-type: none"> <li>• Clear role descriptions</li> <li>• SMT to attend Board meetings</li> <li>• External trustee training</li> <li>• Trustees to also meet staff team at staff event</li> <li>• Delegated authority matrix</li> <li>• Terms of reference for TB</li> <li>• Recruitment pack for external trustees</li> <li>• Full review of constitution completed through incorporation process</li> <li>• NUS QM for good governance</li> <li>• Minutes published for scrutiny by members</li> <li>• Trustees and staff to work outside meetings on strategic development</li> </ul>
<b>2. External Trustees</b>	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"> <li>• Referrals for appointments</li> <li>• Seek references for appointments</li> <li>• HR &amp; Mons to recommend on new appointments</li> <li>• Transparent process to appoint new trustees</li> </ul>	4	2	8	TB, CEO	<ul style="list-style-type: none"> <li>• Trustee recruitment pack</li> <li>• Robust recruitment process</li> <li>• Formal interview of candidates before appointment</li> <li>• Appointments committee</li> <li>• Trustee induction</li> <li>• External trustees invited to council annually</li> <li>• New trustees to meet with SMT</li> </ul>
<b>3.failure to engage board</b>	Board members not engaged in issues rubber stamp reports and papers	4	3	9	<ul style="list-style-type: none"> <li>• Referrals for appointments</li> <li>• Measure of attendance</li> </ul>	4	3	12	TB, CEO, Secretary	<ul style="list-style-type: none"> <li>• Papers circulated in good time</li> <li>• Training for all trustees</li> <li>• Mentoring with lay and external trustees</li> <li>• All Trustees invited to one council per year</li> <li>• Minutes published for scrutiny by members</li> <li>• Quarterly catch up with</li> </ul>

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										<ul style="list-style-type: none"> <li>secretary to identify any issues or concerns</li> <li>Trustees to consider and report level of support, further training they require</li> </ul>
<b>4. Company/ Charity Law compliance</b>	Failure to comply with deadlines for filing etc causing reputation and financial risks	3	3	9	<ul style="list-style-type: none"> <li>Training</li> <li>Contact advisors</li> <li>Finance team qualifications</li> </ul>	3	2	6	CEO	Diarised submission of CC and CH compliance Submission review on TB annual agenda
<b>5. General Legal Compliance</b>	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"> <li>Training</li> <li>Relationships with legal firms for free updates</li> <li>Legal compliance on annual board cycle</li> <li>Legal competence on Board</li> </ul>	4	2	8	DCEO	Annual legal compliance sign off by CEO Department legal compliance addressed annual plans
<b>6. Boycott, Divest, Sanctions (BDS) policy</b>	Action taken by regulatory body	3	2	6	Sought independent advice	2	2	4		Officer training Advice to democratic bodies

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Corporate and Strategy										
<b>1. Strategic Plan</b>	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"> <li>Strategic positioning statement approved by board</li> <li>Regular and close relationships with UEA</li> <li>Development of UEA/UUEAS Forum</li> <li>UUEAS representatives on UEA committees</li> <li>Memorandum of Understanding</li> <li>Strategic plan review in process</li> <li>Market research and Q22</li> <li>Officer visibility</li> <li>Industry benchmarking</li> <li>Complaints procedure</li> <li>Website statistics</li> </ul>	3	2	6	CEO, DCEO, TB	<ul style="list-style-type: none"> <li>New strategic positioning statement in place and approved by TB. Monitoring performance against plan on quarterly basis.</li> <li>KPIs for all departmental action plans</li> <li>SMT to regularly monitor performance against KPIs</li> <li>Strategic positioning statement presented to UEA</li> <li>Regular review of KPIs included in TB annual timetable</li> <li>All departments seeking member input and feedback to inform annual planning cycle</li> </ul>
<b>2. Engagement</b>	Failure to engage membership in democratic activity threatens legitimacy of UUEAS	4	3	12	<ul style="list-style-type: none"> <li>Restructure of Marketing team</li> <li>Increased resources for elections</li> <li>On line elections for Officers, Committee's and school reps</li> <li>Benchmark results with other SU's</li> </ul>	4	2	8	SMT. FTO's	<ul style="list-style-type: none"> <li>Democratic activity in strategic plan</li> <li>Clear targets for elections eg standing and voting</li> <li>Review of constitution complete</li> <li>Increase resources into elections through development of Education and Engagement team</li> </ul>
<b>3. Advice centre gives incorrect/ misleading advice to student.</b>	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"> <li>Advice Quality Standard</li> <li>Team meetings to discuss cases</li> <li>Regular liaison between Advocacy staff and UEA L&amp;T staff</li> </ul>	3	2	6	DoA	<ul style="list-style-type: none"> <li>Indemnity insurance</li> <li>Advice UK, UKCISA and ILPA memberships</li> <li>Specialist advice and training</li> </ul>
<b>4. Senior Management</b>	In 2015 SMT reduced from 4 to	4	2	8	<ul style="list-style-type: none"> <li>Board consider workload of SMT</li> </ul>	3	2	6	Board	<ul style="list-style-type: none"> <li>Board establish relationship with NUS for possible emergency</li> </ul>

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<b>nt Team</b>	2. Risks associated with further loss of senior management expertise reducing SMT to 1 reducing capacity to run operation				<ul style="list-style-type: none"> <li>SMT have 3 months' notice period</li> </ul>					<ul style="list-style-type: none"> <li>support</li> <li>Board have emergency plan to support remaining SMT in the event of another loss of SMT member</li> <li>Plan to expand SMT over time approved by board</li> </ul>
<b>MARKETING &amp; COMMS</b>										
<b>1. Access to data</b>	Data received from UUEAS concerning students has access to limited fields affecting ability to market and contact students as appropriate to advertise and communicate UUEAS activities, support and events	2	3	6	<ul style="list-style-type: none"> <li>Compliance with UEA DSA</li> <li>Training</li> </ul>	2	3	6	HoOps	<ul style="list-style-type: none"> <li>To discuss with UUEAS extended access to data on students.</li> <li>Maintain agreements with annual review meeting</li> </ul>
<b>EXTERNAL FACTORS</b>										
<b>1. Austerity in HE</b>	Changes in HE funding Changes in legislation/policy Government threat to principle of SU's and their funding	4	4	16	<ul style="list-style-type: none"> <li>Maintain effective relationship with UEA</li> <li>Maintain effective relationship with NUS</li> <li>Maintain relationship with local MP's</li> <li>Promote benefits of Union to student experience</li> </ul>	4	4	16	FTO's, TB, SMT	<ul style="list-style-type: none"> <li>Lobby parliamentary candidates on HE funding</li> <li>Produce e student manifesto</li> <li>Make UEA policy on HE funding</li> <li>Send delegates to NUS conference</li> <li>Take policies/vote for policies at NUS conference</li> </ul>
<b>2. Brexit</b>	Brexit leads to the loss of international and EU students, damaging UEA business model	3	3	9	<ul style="list-style-type: none"> <li>Monitor impact</li> <li>Liaise with UEA ET</li> <li>Seek advice from NUS</li> <li>Lobby at national level</li> <li>Work with other SMT at other Unions</li> </ul>	3	3	9	FTO's, TB, SMT	<ul style="list-style-type: none"> <li>Officers and CEO to raise with UEA ET</li> <li>CEO seek advice from NUS other SU's</li> <li></li> </ul>
<b>3. Rapid</b>	Inability to	4	4	16	<ul style="list-style-type: none"> <li>Liaise with ET</li> </ul>	4	3	12	FTO's	<ul style="list-style-type: none"> <li>Feedback</li> </ul>

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<b>expansion of student numbers</b>	provide services to all students, housing crisis, excessive use of building increases costs				<ul style="list-style-type: none"> <li>• Student feedback as barometers</li> <li>• Evidence of building decline/costs</li> <li>• Work with City Council on housing</li> <li>• Support for housing team</li> </ul>				CEO, DA	<ul style="list-style-type: none"> <li>• Quality Conversations</li> <li>• Annual student survey</li> <li>• Effective use of UEA liaison</li> <li>• ADA to work with Housing team</li> </ul>
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<b>REPUTATION</b>										
<b>Relationship with UEA</b>	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"> <li>Established UEA/UUEAS Forum</li> <li>Handover to incoming Officers</li> <li>Presence on UEA committees</li> <li>CEO meetings with ET members</li> <li>Editorial Independence but review by Marketing Comms Coordinator prior to publishing Concrete</li> <li>Training of Media group</li> <li>Ensure effective handover between Officers but also with University departments</li> <li>Annual VC address to Union Council</li> </ul>	4	2	8	CEO, SMT, FTO's	<ul style="list-style-type: none"> <li>SMT to develop relationships with key UEA personnel</li> <li>Formalise publishing agreement between Union and Concrete</li> <li>Officers continue to attend meetings with the VC and have honest and open discussions</li> <li>Officers to discuss relationships / issues with University at SOC.</li> <li>UUEAS staff to support UEA strategic review</li> <li>ET to input into UUEAS CEO recruitment process</li> </ul>
<b>New UEA governance Board</b>	New Board with greater scrutiny in UEA operations, funding and relationships	4	3	12	<ul style="list-style-type: none"> <li>Officer well prepared/briefed for University Council</li> <li>Invite members of UEA council to Union Council</li> </ul>	4	2	8		<ul style="list-style-type: none"> <li>Accept and find opportunities to engage with councillors outside room</li> <li>Encourage external councillors to mentor officers</li> </ul>
<b>NSS change of Q23 to be about academic engagement</b>	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"> <li>Improve rep training</li> <li>Ensuring transforming education campaign at forefront</li> <li>Better communication of UEA SU interventions to improve academic experience</li> <li>Recruit assistant director of advocacy</li> <li>Lobby UEA with coherent academic strategy</li> </ul>	4	2	8	HoA HoE&E, FTO's,	<ul style="list-style-type: none"> <li>Improve and quantify rep training</li> <li>Run effective transforming education campaign</li> <li>Joint student partnership officer training</li> <li>Lobby university to invests in representation</li> <li>Support officer in committee meetings</li> <li>Communicate regular updates in officer and student lead academic change</li> <li>Rep of the month</li> <li>Teaching Awards</li> <li>Rep awards</li> </ul>
<b>Collapse of SUSS pension</b>	SUSS scheme fails Causing greater	3	3	9	<ul style="list-style-type: none"> <li>Continue to lobby UEA to help fund pension deficit</li> </ul>	3	3	9		<ul style="list-style-type: none"> <li>Continue to lobby UEA to help fund pension deficit</li> </ul>

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<b>scheme</b>	employer contributions									
<b>Collapse of NUS buying consortium</b>	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"> <li>As a large purchaser we could negotiate our own deal</li> <li>ADTO to research purchasing options</li> </ul>	1	2	3		<ul style="list-style-type: none"> <li>Attend NUS conferences and event to support NUS</li> <li>Keep close tabs of disaffiliation motions</li> <li>Seek contingency advise from NUS</li> <li></li> </ul>
<b>3. Licensed Trade</b>	Poorly planned and managed events, events with high reputational risk	3	4	12	<ul style="list-style-type: none"> <li>All Bookings risk assessed</li> <li>High risk to be approved by DCEO</li> </ul>	3	3	9	DoSE	<ul style="list-style-type: none"> <li>UEA notified of high risk events</li> <li>Event management plans agreed by UEA as necessary</li> <li>UUEAS dedicate appropriate management experience to high risk events</li> </ul>

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<b>FINANCE</b>										
<b>1. Block Grant Funding</b>	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"> <li>Maintain relationships with key UUEAS staff</li> <li>Budgeting</li> <li>Reserves Policy</li> <li>Demonstrate UUEAS vital to retention and attraction</li> <li>Monitor info from sector press</li> <li>NUS liaison and advice</li> <li>Maintain relationships with key UEA staff</li> <li>Memorandum of Understanding</li> </ul>	4	2	8	CEO, FB, FTO's	<ul style="list-style-type: none"> <li>3 year forecasting</li> <li>Lobby University for proper block grant review process/ commitment to long term funding</li> <li>Strong relationships with UEA</li> <li>Trustee training</li> </ul>
<b>2. Inadequate financial reporting</b>	Inadequate financial reporting masks poor performance	4	3	12	<ul style="list-style-type: none"> <li>Monthly management accounts</li> <li>Finance Sub Committee</li> <li>External trustee with Financial Expertise</li> <li>Commercial Boards</li> <li>Annual accounts subject to external auditors, tendered every three years</li> </ul>	4	2	8	CEO, FB	<ul style="list-style-type: none"> <li>Heads of Dept to review MA monthly and report to CEO</li> <li>HoF to report performance to both commercial and financed boards</li> <li>TB to review auditors report and approve EOY accounts</li> </ul>
<b>3. Fraud/Theft</b>	Non compliance with procedures leading to misappropriation of assets/funds.	3	3	9	<ul style="list-style-type: none"> <li>Robust financial policies and procedures</li> <li>Use of PO's</li> <li>Bank Mandates</li> <li>Segregation of duties</li> <li>External stocktaker</li> <li>No override of internal controls</li> <li>Audit</li> </ul>	2	3	6	DoSE, HoF	<ul style="list-style-type: none"> <li>Review of internal controls</li> <li>Budgetary controls</li> <li>HoSE to review monthly stock takes</li> <li>HoF finance procedures for effective double checking payments</li> </ul>

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Commercial Operations										
<b>1. Commercial Decline</b>	Further 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.	4	3	12	<ul style="list-style-type: none"> <li>Budgeting</li> <li>Close monitoring of performance</li> <li>Monthly review of MA</li> <li>Cost control</li> <li>Market research</li> <li>NUSSL info reviewed on student trends</li> <li>Timing of offers to student</li> <li>Review market offerings</li> <li>Maintain good service</li> <li>Review pricing and events</li> </ul>	4	2	8	DoSE	<ul style="list-style-type: none"> <li>Partnership with VMS</li> <li>Strategic plan for commercial to be developed</li> <li>Monthly meetings with budget holders and managers to discuss and control variances</li> <li>Market research of membership Commercial requirements</li> <li>Staff and officer positions on NUSSL board</li> <li>Make full use of NUS research and trend analysis</li> </ul>
<b>2. Licensing</b>	Bars or shop fail to hold appropriate licenses/ non compliance with licensing requirements	4	2	8	<ul style="list-style-type: none"> <li>Training</li> <li>Mandatory ID checks at point of sale or at controlled entry to events</li> <li>Attendance of local licensing meetings</li> <li>Adequate SIA provision</li> <li>Use external licensing consultant for capacities</li> </ul>	4	3	8	DoSE	<ul style="list-style-type: none"> <li>Age checks</li> <li>Monitoring legislation</li> <li>Training</li> <li>Policies and procedures</li> <li>Schedule of licensing renewal</li> <li>Door policy</li> <li>Positive relationship with licensing authority</li> </ul>
<b>4. Licensing relationships</b>	Local authorities raising concerns regards in drugs and club culture Crime & disorder neighbourhood relations	4	2	8	<ul style="list-style-type: none"> <li>Meet licensing officers</li> <li>New license in place approved by police</li> <li>Monitor and record drug related issues</li> <li>Late night noise</li> <li>Customer Dispersal</li> </ul>	4	2	8		<ul style="list-style-type: none"> <li>DPS trained to support and uphold the licence</li> <li>Regular meeting between DPS and licensing</li> <li>Operating manual and training for all duty managers</li> <li>'No drugs in clubs' campaign for external clubs</li> <li>Staff training and signage to leave quietly</li> <li>Safe taxi schemes, bus co. liaison.</li> </ul>
<b>3. Live Music</b>	Loss of live music programme damage to business model, reputation with University	4	3	12	<ul style="list-style-type: none"> <li>Partnership with VMS</li> <li>Updating of facilities</li> <li>Control over costs</li> <li>Risk Assessments</li> <li>Training</li> </ul>	4	2	8	DoSE	<ul style="list-style-type: none"> <li>Benchmark costs with other national providers</li> <li>Develop key relationships with Promoters and agents</li> <li>Control costs to make competitive offer</li> <li>Improve pre- booking events</li> </ul>

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										<ul style="list-style-type: none"> <li>and facilities information and make available on line</li> <li>Maintain rigorous approach to health and safety</li> </ul>
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<b>IT</b>										
<b>1. Lack of IT support leading to operational issues affecting all areas.</b>	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"> <li>IT now provided by UEA</li> <li>IT capitol plan</li> <li>New IT infrastructure in place</li> <li>IT enabling strategy</li> </ul>	4	2	8	CEO	<ul style="list-style-type: none"> <li>Risk issues present relating to Fidelity system (tills) and obtaining support.</li> <li>Training programme in key software to create internal champions</li> <li>ITC competency test for new permanent employees</li> <li>IT review group of champions</li> </ul>
<b>2. Union Website</b>	Transfer of Website to Membership Services Ltd, transfer goes wrong and affects, purchasing, group membership and key messages damaging income streams and reputation	4	3	12	<ul style="list-style-type: none"> <li>Head of Department with operational responsibility</li> <li>Audit and review of current on-line content</li> <li>Back-up of content transferred early</li> <li>Extra resources to implement transfer</li> <li>Backup plan for tickets sales</li> <li>Digital back up of clubs and society data</li> </ul>	4	2	8	DCEO	<ul style="list-style-type: none"> <li>UUEAS establish minimum standards with MSL</li> <li>Develop a website user group to consider issues</li> <li>Ensure back up systems in place</li> <li>Monitor student feedback to identify issues</li> </ul>
<b>3.Data loss</b>	Critical data lost including loss of personal data	4	3	12	<ul style="list-style-type: none"> <li>DPA Registered</li> <li>DPA training</li> <li>Student data securely stored via NUS Cloud</li> <li>UUEAS data securely stored via UEA</li> <li>Critical systems eg EPOS, Exchequer software with maintenance contracts</li> <li>DSA with UEA</li> </ul>	2	2	4	DCEO	<ul style="list-style-type: none"> <li>Compliance with DPA</li> <li>Compliance with UEA DSA</li> <li>Data protection procedures in place</li> <li>Training in place for all staff using data</li> <li>Staff using data now go on UUEAS courses</li> <li>EPOS system on UEA server</li> </ul>
<b>People</b>										
<b>1.Loss of key staff</b>	High turnover effecting operations/morale and knowledge	3	2	6	<ul style="list-style-type: none"> <li>Robust performance management system</li> <li>Regular systematic 121's of all permanent staff</li> <li>Role evaluation to ensure fair pay</li> <li>Staff development opportunities</li> </ul>	2	2	4	DCEO	<ul style="list-style-type: none"> <li>Sickness monitoring</li> <li>Complete exit interviews for all staff</li> <li>Flexible working</li> <li>Staff Survey action plan</li> <li>Enhanced supervision meetings between line manager and staff member</li> </ul>

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					<ul style="list-style-type: none"> <li>• Training</li> <li>• Stress at work policy</li> <li>• Exit interview</li> </ul>					<ul style="list-style-type: none"> <li>• Achieve iIP gold standard</li> <li>• Succession planning for key roles</li> </ul>
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<b>2. Staff Issues</b>	Bullying, discrimination, breach of duty of care	4	3	12	<ul style="list-style-type: none"> <li>1-1s</li> <li>Appraisals</li> <li>Team meetings</li> <li>All staff briefings</li> <li>All staff days out</li> <li>Access to Occupational Health</li> <li>Trade Union involvement</li> <li>Return to work interviews</li> </ul>	2	3	6	DCEO	<ul style="list-style-type: none"> <li>Ensure relevant policies are up to date</li> <li>Staff wellbeing policy</li> <li>Staff wellbeing champion</li> <li>Ensure Managers are trained to enforce policies</li> <li>Use external support for Stress Risk Assessments and staff WB plans</li> <li>Ensure staff members are inducted to understand express and implied terms of a contract of employment</li> <li>Monitored through yearly staff survey</li> </ul>
<b>3. Employment legislation</b>	Failure to comply leading to legal challenges by staff	3	3	9	<ul style="list-style-type: none"> <li>Effective HR function backed up by external consultant and legal advice</li> <li>Support from UEA if required</li> <li>Relationship with Unison</li> <li>People plan review by HR and Noms sub-committee</li> </ul>	2	3	6	DCEO	<ul style="list-style-type: none"> <li>All policies and procedures up to date following policy review work – compliance maintained</li> <li>Regular attendance at legal updates</li> </ul>
<b>4. Statutory Compliance</b>	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"> <li>Checks built in to new HR payroll software</li> <li>Training for relevant staff to ensure awareness of changes</li> <li>Support from external consultant</li> </ul>	3	2	6		<ul style="list-style-type: none"> <li>New software implemented with auto alerts built in</li> <li>All procedures up to date</li> <li>Regular update training for relevant staff</li> </ul>
<b>Opportunities</b>										
<b>1. External Speakers</b>	Reputational damage by society association to external speakers	3	4	12	<ul style="list-style-type: none"> <li>Guest speaker approval form and policy</li> <li>Training – staff and committees</li> <li>Liaison with UUEAS security to screen guest speakers</li> <li>NUS policy and guidance</li> </ul>	2	3	6	DCEO, HoOpp	<ul style="list-style-type: none"> <li>Training for societies on external speaker policy</li> <li>Regular meetings with UUEAS stakeholders to review requests</li> <li>Staff training</li> <li>Follow NUS guidance remain up to date with latest guidance</li> </ul>
<b>2. Injury or</b>	As a result of	4	3	12	<ul style="list-style-type: none"> <li>Staff and committee training</li> </ul>	4	2	8	ALL	<ul style="list-style-type: none"> <li>Qualified coaches</li> </ul>

RISK CLASSIFICATION	RISK	INHERENT RISK			CONTROLS	RESIDUAL RISK			Risk Owner	ACTION PLAN
		Impact	Likelihood	I X L		Impact	Likelihood	I X L		

<b>death of student</b>	drugs, violence etc associated with UUEAS or as a result of sporting or other activity				<ul style="list-style-type: none"> <li>Best Bar None</li> <li>All union regulated activity to be risk assessed</li> <li>Regular liaison with insurers to maintain Adequate insurance</li> <li>Disciplinary procedures for student behaviour (code of conduct)</li> <li>First aiders (for events and sports at Colney Lane)</li> <li>C&amp;S equipment checks/ policies</li> </ul>					<ul style="list-style-type: none"> <li>Safe and inspected facilities</li> <li>Investment in new equipment</li> <li>Police liaison</li> <li>Scheduled liaison with insurers on activities</li> <li>C&amp;S committee training reviewed annually</li> </ul>
<b>3. Initiations and inappropriate behaviour</b>	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"> <li>Clear initiations policy</li> <li>Training for sports and society committees</li> <li>Code of Conduct</li> </ul>	3	3	9	DCEO, HoOpp	<ul style="list-style-type: none"> <li>Code of conduct for members</li> <li>Rigorous implementation of Code of conduct</li> <li>Disciplinary policy reviewed in line with constitutional changes</li> <li>Annual review of training of Committee members</li> <li>Monitoring of room bookings</li> </ul>

<b>Health and Safety</b>										
<b>1. Health and Safety</b>	Prosecution/ injury effecting operations/ reputation and finances	3	3	9	<ul style="list-style-type: none"> <li>H&amp;S policy</li> <li>H&amp;S training</li> <li>IOSH training for key staff</li> <li>Risk assessments</li> <li>Adequate insurance</li> <li>Bi-annual rigging inspections</li> </ul>	3	2	6	DCEO	<ul style="list-style-type: none"> <li>Annual H&amp;S departmental audit</li> <li>Staff trained in IOSH</li> <li>Annual departmental Risk Assessment audit and review</li> <li>H&amp;S committee review accidents quarterly</li> </ul>
<b>5. Fire and Evacuation</b>	Injury, death, loss of business/premises	4	3	12	<ul style="list-style-type: none"> <li>Fire and Evacuation policy</li> <li>Independent FRA every three years</li> <li>Fire Marshal training</li> <li>Alarm Checks</li> <li>Fire Practice Drill</li> <li>Statuary compliance checks with water, gas, electricity</li> </ul>	4	2	8	DCEO	<ul style="list-style-type: none"> <li>Annual Review of systems and processes</li> <li>FRA completed by UEA</li> <li>Fire Marshall retraining booked annually with 80% career staff trained</li> <li>Work with UEA on statuary compliance at Waterfront</li> </ul>

RISK CLASSIFICATION	RISK	INHERENT RISK			CONTROLS	RESIDUAL RISK			Risk Owner	ACTION PLAN
		Impact	Likelihood	I X L		Impact	Likelihood	I X L		

# report

Subject:	<b>Key Actions of Union Council</b>
Produced by:	Tony Moore, Democracy & Governance Coordinator
To:	Trustee Board
Date:	15 <sup>th</sup> December 2016
Action:	To note
Paper:	TB697
Status:	Open
Purpose:	At each meeting the Board reviews formally the key actions agreed by the Union Council

## Council 1

**TEF:** Council resolved to campaign on TEF and Marketization but not to boycott the NSS

Manager: Naomi Carter

FTO: Theo Antoniou Phillips

**Nightline:** Council agreed to provide support to Nightline in the wake of problems with space over the summer

Manager: Josh Clare

FTO: Jo Swo

## Council 2

**Making Council more Effective:** introduced changes to Council rules and organisation to try to make meetings speedier and more understandable

Manager: Jim Dickinson

FTO: Amy Rust

**Student Club Nights:** aims to give members more say on themes and to ensure all events are Never OK and Zero Tolerance compliant

Manager: Toby Cunningham

FTO: Maddie Colledge

**Shut down Yarls Wood:** to support the campaign and demonstration to close the Yarls Wood detention centre

Manager: Lou Chiu

FTO: Jo Swo

**Housing Policy:** aims to lobby to get student input into UEA rent setting, more community engagement with a Good Neighbour Scheme and to raise Home Run Standards

Manager: Josh Clare

FTO: Jo Swo/Amy Rust

**Talking to students:** range of initiatives for the Union's Officers to engage with the membership

Manager: Amy Rust

FTO: Jim Dickinson

**Brexit:** the Union will lobby for continuation of membership of the single market and the rights of movement for EU citizens to and from the UK; will campaign against anti-migrant violence and discrimination

Manager: Lou Chiu

FTO: Amy Rust

**World Mental Health Day:** to ensure the event is held each year and is fully inclusive

Manager: Josh Clare

FTO: Jo Swo

**Animals on Campus:** any events where animals take part must be risk assessed and animal welfare must be a priority. To encourage groups to find alternative themes rather than using animals; Pet Therapy Sessions will be excluded from this

Manager: Lynne Simpkin  
FTO: Joe Zilch

**LED Lightbulbs:** to ensure all lighting in Union House is up to best energy standards and replace all lower standard light bulbs

Manager: Chloe Alexander  
FTO: Amy Rust

**Zero Tolerance to Hate Crime and Racism:** commitment to fighting these, to promoting UEA is United and affiliating to Black Lives Matter

Manager: Lou Chiu  
FTO: Jo Swo

**Changes to the Complaints Bye-Law:** enacted to firm up the timeline for the process and to transfer one level of appeal from SOC to Management Committee

Manager: Jim Dickinson  
FTO: Amy Rust

**Assessment and Feedback:** campaigning to get UEA to adopt NUS' principles of student feedback, to back online marking, student rep input into the design of feedback and to lobby for individualised exam feedback.

Manager: Naomi Carter  
FTO: Theo Antoniou Phillips

### **Council 3**

**Make Motions Easier** introduced changes to the format that Council agenda is sent out in, and how motions are written by Councillors.

Manager: Jim Dickinson  
FTO: Amy Rust

**Scrap Prescription Charges** mandating SOC to join the NUS campaign 'Scrap Prescription charges'

Manager: Josh Clare  
FTO: Jo Swo

**The fight for votes at 16** to make students and the local community aware that 16 and 17 year olds are knowledgeable and deserve to vote

Manager: Lou Chiu  
FTO: Amy Rust

**Say Yes to NUS** publicly reaffirming UUEAS commitment to the NUS

Manager: Jim Dickinson  
FTO: Amy Rust

**Remember Don't repeat** introducing the sale of white poppies in union outlets along with red poppies

Manager: Wendy Storey  
FTO: Amy Rust

## 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
<b>Standard items</b>				
Board, SMT and SOC minutes				
Risk Register Summary				
Management accounts & finance update				
KPI Update				
Annual Detailed Risk Review				
Annual External Speakers Review				
<b>Governance</b>				
Appointments				
Code of Conduct Annual Report				
Election Results				
SUS & WF Annual Report				
Scheme of delegation review				
<b>Finance</b>				
Detailed Internal Budgets				
Update on year end				
Receive and approve audited accounts				
Approve estimates to Union Council				
<b>Strategy</b>				
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	Approve			Discuss
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		