

1789 Don't Judge the Jury (Passed 19 Nov 15)

Proposer: Yan Malinowski (UEA Model UN)

Seconder: Jo Swo (Welfare, Community & Diversity Officer)

Union Notes:

- 1) That any person over 18 who is on the electoral register may be selected to perform Jury Service.
- 2) That in a democracy, Jury Service is one of the ways in which citizens have a major impact on their community
- 3) For students, proof of class attendance or examination is required in order to be excused from Jury Service.
- 4) A small number of UEA students have been and will continue to be called for Jury Service.
- 5) That there are no University or Union resources advising students on what to do if they are called for Jury Service.

Union Believes:

- 1) That recent efforts to increase the number of students registered to vote will have inadvertently increased the number of students eligible for Jury Service.
- 2) That information on how students can apply for excusal is hard to come by.
- 3) That this lack of information can result in students being mandated to attend Jury Service without realising they could have opted out.
- 4) Students should have adequate advice when called for Jury Service, and have support from the Union so they can choose whether to apply for excusal or carry out their service.
- 5) That the pressures of Jury Service can impact the mental health and wellbeing of students.
- 6) That Jury Service can take students from classes for multiple weeks and that this can impact their educational attainment, regardless of whether or not they have exams.
- 7) That the University must show understanding to students requesting leave

of absence to perform Jury Service.

Union Resolves:

- 1) To mandate the Welfare, Community & Diversity Officer to produce materials that will advise students on what they can do if they are called for Jury Service.
- 2) To ensure that this information is easily accessible, on the Union website, upon request in Union House and through the Advice Service.
- 3) To ensure that students know of the existence of this information, by producing leaflets that raise awareness to the issue of Jury Service.
- 4) To lobby the University:
 - a) To ensure students choosing to apply for excusal get the proof they need for their application swiftly and without obstacle.
 - b) To ensure that students who attend their Jury Service are given the necessary leave of absence.

1790 Access to Personal Assistants /Carers' tickets (Passed 19 November 2015)

Proposer: Kate Snape (Students with Disabilities Caucus – Physical Disabilities and Mobility Issues Rep)

Seconder: Max Levene (Students with Disabilities Caucus – Open Place)

Union Notes

- 1) An estimated 18% of the population has a disability (census, 2011)
- 2) Many people with a disability require carers or Personal Assistants to assist them.
- 3) Many people with a disability who require carers or PAs are unable to go to events without them.
- 4) PA/Carers tickets are not available from the online system for ticket bookings for union events.
- 5) Currently there is no official procedure to access PA/carers tickets for events run by the Union.
- 6) This often causes confusion and unnecessary stress for disabled students and members of the public who wish to go to events run by the union.

Union Believes

- 1) That all students should be able to access events run by the union.
- 2) Students and members of the public with disabilities should feel able to enjoy these events.
- 3) PA/carers tickets should be provided free of charge for those who need it.

Union Resolves

- 1) To ensure that PA/carers tickets are available to those who need it.
- 2) To state an official process for accessing PA/carers tickets.
- 3) To investigate ways that PA/carers tickets could be accessed on the online System.

1791 Wheels on Campus - making UEA more accessibility friendly

(passed 19 November 2015)

Proposer: Jo Swo (Welfare, Community and Diversity Officer)

Seconder: Kate Snape (Physical Mobility Issues Place for Students' with Disabilities Caucus)

Union Notes

1. 10.9% of students identify as disabled; 2% of the population of UK uses a wheelchair.
2. 10 students use a wheelchair / mobility scooter on campus.
3. Everyone has a right to education without hindrance.
4. That being able to move freely on campus and access buildings of study is crucial for students, especially those in wheelchairs/mobility scooters, to have fair access to education.
5. Areas on campus that are designed to make campus more accessible was poorly designed, so that slopes are too steep, and are dangerous in winter, and that lifts are either constantly breaking down or are unavailable on the weekends.
6. Students with in wheelchairs/mobility issues are unable to access certain parts of campus due to inaccessibility.

Union Believes

1. That students in wheelchairs / mobility scooters should not face unfair situations where they are forced to miss seminars or lectures.

2. Students' access needs must be considered before issuing timetables.
3. The University must offer adequate disabled parking for students outside every building of study.

Union Resolves:

1. To mandate Management Committee to make the top floor of Union House accessible to all its students, and resolve the current matter that students who do not feel comfortable or are unable to be lifted out of their wheelchairs/mobility scooters having no current fire escape evacuation plan.
2. To mandate the SU (via the Student's with Disabilities Caucus), especially the Students' with Disabilities Officer and Welfare, Community and Diversity Officer, to:
 - a) lobby the University to provide disabled parking for students outside the Enterprise building
 - b) lobby the University to make sufficient funds available to make campus more accessibility friendly; and, more specifically, to lobby the University to:
 - I. ensure that lifts/elevators are all functional and are available outside the 9-5 hours, and available on the weekends.
 - II. provide a fire evacuation procedure to every student with physical mobility impairment, without their prompting, every year.
 - III. provide training for seminar leaders and lecturers on disability sensitivity and ablest language.
 - IV. lobby the Sports Park to ensure that students (and members of the

local community) have fair access to the facilities on campus by providing adequate disabled parking, without hindrance.

3. To mandate the Campaigns and Democracy Officer and Welfare, Community and Diversity Officer to campaign against ableist language, especially within the academic sphere.

4. To mandate the Under Graduate Education Officer and Post Graduate Education Officer to lobby the University to make timetabling more friendly for students with access needs, so they are never asked to attend lectures or seminars in buildings they cannot access.

1792 Prevention, Protection, Education (passed 19 November 2015)

Proposer: E Agu (CHE Other Year UG)

Seconder: J Swo (Welfare, Community & Diversity Officer)

Union Notes:

1. HIV positive individuals in higher education and outside workplaces are often face discrimination for their status and often fear to disclose this information
2. Only one person in history is known to have been cured of the virus, prevention/education remains the efficient way to combat infection.
3. In the Past decade public knowledge of HIV transmission has declined on multiple fronts
 - a) 45% percent of the public do not have a conclusive understanding on how HIV is/Isn't transmitted.
 - b) 28 percent believe HIV can be transmitted from kissing, sneezing, glasses, sharing a toilet seat (10 % rise from 2008)
 - c) Around 1 in 5 (between 17 and 19 percent respectively) don't know that HIV can be passed on between penetrative sex between men and women, or men and men.
 - d) Only 65% of the public can identify correct routes of transmission as Penetrative sex and sharing needles
4. Sex education is compulsory in the all of the UK – yet HIV/Aids Education in lower schooling is only compulsory in England. Wales and NI devolved governments *strongly recommend* some content- in Scotland it is not compulsory at all.
5. The Sex education forum have conducted polls showing only 70% of

students had learned about HIV/AIDS in school, with 44.8% of those saying were not confident in what they had learned²

6. The most at risk groups/ disproportionately affected for transmission of HIV are, Men who have Sex with Men (MSM), those who have sex with MSM, Black Africans, Black Caribbean's , Trans people, Sex workers, The Incarcerated, the economically disadvantaged , those who inject with needles ^{3, 4.}

a) The Incarcerated are often subject to different forms of contraception availability (Those in prisons in northern island are not allowed access to any form of contraception)

b) The UK government refuses to implement Needle exchange programs that have proven effective to work in lowering the rates of transmission of HIV and other blood-borne viruses in EU prison systems (i.e. Hepatitis C).

c) Globally around 20% of all trans women are living with HIV, and are 49 times more likely to acquire the virus than *all* other people⁵

d) Diagnosis of HIV positive individuals aged over 50 is rising faster than any other community in the Nation.

e) Sex work is a common route of additional income for underprivileged students in this country as well as trans people.

7. The only preventive methods for HIV transmission are Condoms, Post Exposure Prophylaxis (PEP) And Pre-exposure prophylaxis (PrEP).

a) Many from the aforementioned groups can be restricted from access to condoms due to personal health, intimacy, situation and finances.

b) PEP is only available after risk of intercourse has already occurred from A&E, and GUM clinics - it often has undesirable and powerful side

effects, has to be taken for 28 days, and is within peak effectiveness within the first 72 hours of incidence⁶.

c) PrEP has been used in Treatment for over 10 years of positive individuals, and has been approved for preventive medication since and since 2012 in the US and since august 2015 in the UK. ⁷

d) PrEP boasts 92-99% (same effectiveness as condoms) against the transmission of HIV.

e) PrEP has been approved for use in preventive therapy for negative individuals since 2012 in the US, since UK since August 2015, yet is currently only available via private consultation and prescription (approximated at £360-£400pcm, much cheaper than monthly cost of anti-retroviral therapy for positive individual.) ⁸

Union Believes:

1. All members of our student body, staff and community have the right to exist free from prejudice of all forms of discrimination regardless Disabilities, Gender, Sexuality, Race, and Religion etc.
2. National Education standards on HIV transmission and prevention do not support a decrease in discrimination for HIV positive individuals; neither do they support a growth in public knowledge that will enable a decline in individuals that are diagnosed as HIV positive.
3. The National Health Service exists to provide health care for those who need it regardless of social status and wealth- the current medication in question is poised to benefit the aforementioned groups of society yet the current methods of availability are incredibly restrictive and only available to the educated, privileged and rich?

Union Resolves:

1. To mandate the relevant Student Officers to publicise World Aids Day on 1st December and to highlight the issues of transmission and prevention so that the University community will be able to help make up for the lack of education in secondary schools.
2. To investigate the possibility of making information available on campus, through welfare support routes, on Preventive healthcare, methods of transmission, local sexual health/GUM clinics, the effectiveness of Antiretroviral therapy.
3. To mandate the relevant Officers to work with Norfolk County Council to discuss the effectiveness of HIV and Sex education within lower schooling and how to bring positive changes within education
4. To support campaigns to influence the availability of PrEP on the NHS happening in the near future.
5. To support campaigns for needle exchanges to be implemented in prisons and a more uniform accessibility to contraception.

References:

1. (<http://www.nat.org.uk/HIV-in-the-UK/Key-Issues/Publicunderstanding/Public-attitudes.aspx>)
2. <http://www.nat.org.uk/HIV-in-the-UK/Key-Issues/Publicunderstanding/Schools.aspx>
3. <http://www.nat.org.uk/HIV-in-the-UK/Most-affected-by-HIV.aspx>.)
4. <https://www.aids.gov/hiv-aids-basics/hiv-aids-101/statistics/>

5. (<http://www.avert.org/professionals/hiv-social-issues/key-affectedpopulations/transgender>)
6. (<http://www.tht.org.uk/sexual-health/About-HIV/Post-exposureprophylaxis>)
57
7. (<http://kinseyconfidential.org/hivprevention-drug-availablewherebuzz/>)
8. (<http://men.prepfacts.org/the-questions>)
9. <http://www.theguardian.com/society/2015/feb/24/daily-pilltruvada-cuts-spread-of-hiv-by-86-study-shows>

1793 Student Mental Health- from Service to Strategy

(Passed 19 November 2015)

Proposer – Dan Wrigglesworth

Seconded - Jo Swo (Welfare, Community and Diversity Officer)

Union Notes

1. Figures show that an increasing and, according to the Dean of Students, “now very significant” proportion of the UEA fulltime student population had an appointment with DOS last year.
2. In the 2014/15 academic year 40% of students had at least one appointment, and the average per student was 3.6, an increase from previous years.
3. This confirms the DOS’ Office’s impression that last year “a greater number of students than previously were presenting with complex concerns”

Union Believes

1. That whilst the University has a well-meaning, overstretched **service**, it does not have a coherent, comprehensive **strategy** in relation to mental health and wellbeing.

This is unacceptable.

2. That almost none of the increase in income from additional student numbers is

reaching student support services like LTS, the SU or DOS.

3. That as the Uni grows, the University ET must develop a proper student mental

health and wellbeing strategy for UEA

4. That a task force, with student representation, should be established to enable

individual

departments to review the implications for their own policies and

procedures.

5. That the University should consult and collaborate with the SU and its student

groups, and particularly with students with mental health difficulties when formulating and implementing student mental health-related policies and procedures

and in identifying areas for improvement.

6. That robust arrangements are put in place for any student with mental health

difficulties who is required to undertake a period of time studying off campus,

including those studying or working abroad.

7. That mental health and wellbeing services should be adequately resourced and the

operation and capacity of services should be regularly assessed in relation to demand and effectiveness.

8. That ongoing evaluative feedback should be sought regularly from service users and other students and staff.

Union Resolves

1. To lobby the University to run a strategic review of student mental health and wellbeing

2. That this review should consider proactive as well as reactive work, alongside financial and structural considerations

1794 Standing up for Students that Stutter

(Passed 19 November 2015)

Proposer: Jo Swo (Welfare, Community & Diversity Officer)

Seconder: Aaron Hood (Students' with Disabilities Officer)

Union notes:

1) That stuttering (which included stammering and will from hereon be included in the term "stuttering") is medically defined as "a speech problem characterised by repetitions, pauses, or drawn out syllables, words, and phrases. Stutterers are different than people experiencing normal fluency problems because a stutterer's disfluency is more severe and consistent than that of people who do not stutter".¹

Union believes:

- 1) 3. No student should feel ashamed or embarrassed about their disability.
- 2) Stuttering can have a negative impact on an individual's academic performance, especially in situations that necessitate them to speak (e.g. seminars, presentations, oral exams etc.)
- 3) There is a significant lack of awareness surrounding stuttering
- 4) Students who stutter are eligible for Disability Allowance and should not be hindered from accessing it
- 5) Stuttering is a disability and therefore, under the Equality Act, has antidiscriminatory rights in respect of employment, services and

education. Being perceived to have a disability can sometimes also give rights; 2

6) Not all students who stutter may wish to self-identify as disabled, as is their right, but this shouldn't hinder students who do stutter from self-identifying as disabled.

Union resolves:

1) To mandate the Undergraduate Education Officer and Postgraduate Education Officer to lobby the University to:

- a) Make seminars more accessible for students that stutter;
- b) Ensure all lecturers and seminar leaders treat students who stutter with respect and patience;
- c) Provide a guide for students who stutter, how to make sure they are not penalised for work that requires oral performance.

2) To mandate the Welfare, Community and Diversity Officer and Students' with Disabilities Officer to:

- a) Hold International Stammering Awareness Day (22nd October) every year;
- b) Encourage students who stutter to come to Students' with Disabilities Caucus;
- c) Spread awareness about and celebrate stuttering during Disability History;

1 <http://medical-dictionary.thefreedictionary.com/stuttering>

2 <http://www.stammeringlaw.org.uk/disability/disab.htm>

d) To organise a seminar, at least once a year, for students who stutter to discuss their experiences at UEA.

3) For UEASU to affiliate with STUC (Stammerers Through University Campaign) and work with them to help improve the lives and quality of education for students who stammer at UEA.

1795 No to Norfolk County Council Cuts passed 19 November 2015

Proposer: L Rudd (PostgraduateSU Committee)

Seconder: L McCafferty (Postgraduate Education Officer)

Union Notes:

- 1) Norfolk County Council have recently announced plans to make £111m worth of cuts over 3 years.
- 2) This constitutes around 25% of its annual budget.
- 3) This is across all departments – including the fire and rescue service, adult and children's social services.
- 4) The cuts are a consequence of a cut in the grant received from central government.
- 5) The union has existing policy opposing the government's austerity programme, and 'No to Austerity' is one of the union's priority campaigns for the year.

Union Believes:

- 1) That austerity is ideological attack upon some of the poorest in our society.
- 2) As recently stated by 40 leading economists, cutting government investment is economically illiterate because it prevents growth, innovation and productivity increases, which will over time increase national debt due to lower tax receipts.¹
- 3) That increasing child poverty and cutting support for the most vulnerable is morally unjustifiable.
- 4) Students could also be adversely affected – for example cuts to the fire and rescue service could have a considerable impact on student safety, and cuts to the arts services, records office, and museums services will harm the cultural fabric of the city and cut off many graduate prospects for students.
- 5) That Norfolk County Council has a responsibility to resist cuts and protect some of Norfolk's most vulnerable citizens.

Union Resolves:

- 1) To mandate the Student Officer Committee to arrange a meeting with the leader of Norfolk County Council, George Nobbs, to express our concerns about the impact of the cuts on students and the wider community.
- 2) To mandate the Student Officer Committee to write an open letter to the press condemning the cuts and calling on the council to reconsider its budget proposals.

¹ <http://www.theguardian.com/politics/2015/aug/23/jeremy-corbyns-opposition-to-austerity-is-actually-mainstream-economics>

- 3) To work with allies such as the Norfolk People's Assembly in campaigning, lobbying and taking action against county council cuts.

1796 Let's stand with our Junior Doctors (passed 19 November 2015)

Proposer: Connor Rand (Undergraduate Education Officer)

Seconder: Alex McCloskey (Ethical Issues Officer)

Union Council notes:

- 1) That the Government has stated that they intend to impose a new contract on Junior Doctors from August 2016
- 2) This contract has been based on the recommendations of the Doctors and Dentists Review Body (DDRB)
- 3) The recommendations of this contract include (but are not limited to):
 - a. The reclassification of 'social' hours to include 7am-10pm Saturday, which will reduce pay for unsocial hours
 - b. The end of banding payments for doctors
 - c. The end of banding safeguards to prevent overwork
 - d. The end of financial penalties for employers who breach rules on overwork
 - e. The end of annual pay progression
 - f. The end of non-resident on-call duty with a single availability allowance
 - g. The end of the GP training supplement for junior doctors training to be GPs
- 4) 'Junior Doctors' is the term used to describe all doctors from the point of graduation to appointment as a consultant
- 5) The British Medical Association has refused to re-enter negotiations while the threat of imposition remains
- 6) The British Medical Association is currently balloting for industrial action, with the aim of encouraging the Government to provide the following assurances for negotiation
 - a. Withdrawal of the threat of contract imposition
 - b. Proper recognition of unsocial hours as premium time
 - c. No disadvantage for those working unsocial hours compared to current system
 - d. No disadvantage for those working less than full time and taking parental leave
 - e. Pay for all work done
 - f. Proper hours safeguards to protect patients and their doctors
- 7) Junior Doctor salaries begin at £22,636 p.a. (before banding)
- 8) Medical students graduate from university with an estimated debt of £40,000 in tuition fees, and for a student living away from home, around £30,000 in maintenance loans
- 9) Junior Doctors are faced with unique financial pressures including: cost of regular moves for training, mandatory indemnity insurance, professional registration fees, costs for training and examinations for membership to Medical Royal Colleges

Union Council believes:

- 1) That Junior Doctors are an asset our National Health Service
- 2) That patients have a right not to be treated by overworked doctors

- 3) That medical students at UEA are likely to be negatively affected by these changes
- 4) That UEA students with health conditions are likely to be negatively affected by these changes
- 5) That the imposition of this contract on junior doctors could lead to similar imposition on other healthcare professionals and students, including nurses, physiotherapists, occupational therapists, paramedics and ODPs
- 6) That the Government should return to negotiations without the threat of imposing a new contract
- 7) That the provisions of this new contract are likely to:
 - a. Impede patient safety through overwork
 - b. Disproportionately affect women and doctors working in academia
 - c. Negatively affect specialities with recruitment issues such as general practice and emergency medicine
 - d. Increase financial pressures on medical students and junior doctors

Union Council resolves:

- 1) To mandate the Undergraduate Education Officer to:
 - a. Sign and share the petition to Parliament which opposes these changes
 - b. Support the BMA's #juniorcontract publicity campaign
 - c. Publicise these changes through the Union's social media channels
 - d. Lobby East Anglian MPs to sign Early Day Motion 539 in support of Junior Doctors
 - e. Encourage students to individually lobby their home and university MPs in support of the contract
 - f. To write a statement on behalf of the Union on the issue
 - g. To continue to consult with Medical students on potential future tactics and actions
- 2) To stand in full solidarity with Junior Doctors and support the outcome of the ballot for industrial action and communicate this to local branches of the BMA, students and parliamentarians.

Sources:

Estimates of junior doctor debt: Ercolani MG, Vohra RS, Carmichael F, Mangat K, Alderson D. The lifetime cost to English students of borrowing to invest in a medical degree: a gender comparison using data from the Office for National Statistics. BMJ Open 21 Apr 2015

DDRB review: <https://www.gov.uk/government/organisations/review-body-on-doctors-and-dentists-remuneration>

Junior Doctor Salary Scales: <http://bma.org.uk/support-at-work/pay-fees-allowances/pay-scales/juniors-pay-england>

BMA position <http://bma.org.uk/working-for-change/in-depth-junior-and-consultant-contract/ddrb-recommendations-analysis-for-juniors/ia-faq>

Parliamentary EDM <http://www.parliament.uk/edm/2015-16/539>

Petition to Parliament <https://petition.parliament.uk/petitions/108782>

1797 Automatic voting registration on campus

(Passed 19 November 2015)

Proposer: Alex McCloskey (Ethical Issues Officer)

Seconded: Theo Antoniou-Phillips (LGBT+ Officer)

This Union Notes:

1. That currently the University does not provide an automatic voter registration system.
2. If students would like the opportunity to vote and have a say in elections around the area their university is located in they would have to register themselves to vote, which may have a negative effect on the overall number of votes cast by students.

This Union believes:

1. That we should encourage students to register to vote.
2. That as a union advocating democracy and participation, we should provide materials for, and aid the process for students registering to vote continuously.
3. The success of the "Goats for Votes" campaign last year should be recognised and continued, as we as a students' union should be doing all we can to promote the importance of student voter registration.
4. More students are likely to vote if they are automatically registered.
5. This Union believes that it is important that voter participation is promoted not just during the General election period but local elections as well.

This Union resolves:

1. To lobby the University to adopt a system of automatic student voter registration, to register all intakes of new students who are able to vote at the start of each year.
2. To mandate the student officer committee and directly the Campaigns and Democracy officer to lead on this creating a new campaign highlighting the importance of student participation in local elections not just general elections.

1798 Make opposition to the Transatlantic Trade and Investment Partnership (TTIP) a Union campaign

(Passed 19 November 2015)

Proposer: Chris Jarvis (Campaigns & Democracy Officer)

Seconder: Maddy Smith (Dharma)

Union notes:

1. The Transatlantic Trade and Investment Partnership is currently being negotiated, mostly in secret, between the EU and USA.
2. It is likely that the Partnership, if agreed, would create a standard to emulate for future bilateral trade deals on a global scale.
3. The negotiation process is negotiating the Transatlantic Trade and Investment Partnership with countries one by one and is purposefully bypassing the World Trade Organisation which, although not faultless, enables each country to participate in negotiations.
4. The Investor-State Dispute Settlement clause would give corporations the right to sue governments, should a government make a policy decision which infringes upon their 'right' to make profits. The procedure would enormously favour corporations, with the state paying the cost of the case regardless of whether it wins, and negotiation procedures being undertaken in private by a small group of lawyers without judge or jury. There would be little to no requirements for those involved to release any details of the case to the public or state besides the decided settlement, and taxpayers would have to pay the settlement cost.
4. The growth predicted by proponents of the Transatlantic Trade and Investment Partnership is unlikely to happen. There is a precedent of official claims about the growth benefits of trade deals being inaccurate; furthermore, the oft-quoted £100 billion benefit that TTIP could bring to the EU rests on the assumption that 50% of all public procurement will be liberalised.
5. TTIP would bring about the privatisation of public services across Europe, including water, health and education, opening them up to American private companies. It is likely to force further deregulation and liberalisation of the NHS.
6. TTIP would consolidate current levels of privatisation, by allowing corporations to sue governments which attempt to renationalise public services.

7. A University and College Union report found that the Transatlantic Trade and Investment Partnership would threaten public education in the UK through its encouragement of the entry of private American education companies.
8. Central to TTIP is its proposals for regulatory harmonising. Differences in regulations between the American and European market would be eradicated, through decreasing regulations. For instance, European market regulations operate on the precautionary principle, which means that any new technology or product has to be proven to cause no harm before being used; however, if regulatory harmonising occurred, governments would be responsible for proving that a product is unsafe, to mirror the current system in the USA.
9. Many environmental concerns are raised by TTIP. At present, a key demand of the negotiations is that the EU abandons the Fuel Quality Directive which prevents the import of oil from Canada's tar sands (one of the most environmentally devastating activities on the planet) into Europe.
10. Less economically developed countries would suffer if TTIP were agreed. The Transatlantic Trade and Investment Partnership would place enormous pressure on countries in the global south to comply, in order to avoid loss of trade with the USA and EU. The business lobby openly acknowledges that a key benefit of TTIP will be the potential to coerce poorer countries into deregulating their markets and imposing neoliberal economic policies.

Union believes:

1. That democracy, human rights, and sustainability are essential to a fair and equal society.
2. That the Transatlantic Trade and Investment Partnership directly threatens all of the above due to its Investor-State Dispute Settlement clause, lack of transparency in ongoing negotiations, favouring of corporate interests at the expense of the common good and basis in neoliberal ideology.
3. That healthcare and education should not be marketised, and should be free and accessible to all. Any attempts to further marketise either of these should be opposed and resisted.
4. That corporations should not enjoy legal rights beyond those of people, and that their activities should be restricted further, rather than deregulated further. Corporations must operate on principles of social and environmental responsibility.

5. That development must be sustainable, and that sustainable development by its nature must be inclusive, humane and attentive to the needs of all rather than a select few. Trade agreements should be made on this basis.

Union resolves:

1. To create a Union campaign called 'No to TTIP', which will educate on the terms and impacts of the Transatlantic Trade and Investment Partnership, and campaign against its implementation.
2. To always campaign against any such trade deals which would infringe on human rights and allow for such gross abuse of power by corporations.
3. To campaign and support any campaigns which raise awareness of TTIP and stand against its implementation.
4. To continue to support campaigns against TTIP at a local and national level as appropriate, for instance offering free transportation to demonstrations.

1799 Come Fly With Me (passed 19 November 2015)

Proposer: Jonathan Gillespie (Conservative Future)

Seconder: Grant Gillingham (American Studies Society)

Union Notes

1. That a number of societies have recently been informed of an existing UUEAS policy – the Sustainable Transport Policy after organising trips to Western Europe on which they intended to fly.
2. That ‘sustainability’ is a value of the Student Union.
3. That UUEAS have repeatedly passed policies supporting students fighting climate change in a variety of different ways, including by cutting down on the amount of flights students take on trips.
4. The initial Sustainable Transport Policy lists in a footnote the following countries as being restricted for clubs and societies flights: ‘Belgium, Eire, France, the Netherlands, Germany, Denmark, Luxembourg, Switzerland, Lichtenstein, Austria, Spain, Portugal, Andorra, Italy and San Marino.’

Union Believes

1. That societies use trips abroad to expand the horizons of their members and offer opportunities that are often blocked off in later life due to jobs and monetary issues.
2. That whilst environmental issues are important and tackling climate change should be a top priority for institutions, this should not be at the expense of the ability of members to gain life-enhancing skills.
3. That journeys by coach or train can, in some instances, be significantly more expensive and lengthier than flights.
4. That in some instances, restricting the ability of a club or society to fly to a Western European country would significantly hamper the ability of that group to organise such a trip.
5. That the essence and intention of the original ‘Sustainable Transport Policy’ is an effective and appropriate way of reducing the environmental impacts of the Student Union, although its communication and some of its application is poor.
6. That some of the countries listed in the original policy do not realistically constitute Western Europe and prohibiting flights to these countries would be detrimental to the development of our clubs and societies and their members. ¹
7. It is important that there is a ‘get out clause’ in the policy, ensuring that clubs and societies are still able to fly to these countries if there are legitimate reasons for doing so, as is outlined in the original policy. ²

Union Resolves:

1. To amend the footnote to resolves 3 of policy 1285 Sustainable Transport Policy to read: ‘For the terms of this policy, Western Europe is taken to include the following countries: Belgium, Eire, Northern France (North of Lyon), the Netherlands, Luxembourg, Switzerland and Western Germany (North and West of Nuremberg)’
2. To mandate the Activities and Opportunities Officer to ensure that this policy, including the ‘get out clause’, is effectively communicated to all existing clubs and societies’

¹ These countries would be Denmark, Switzerland, Liechtenstein, Austria, Spain, Portugal, Andorra, Italy and San Marino.

² Such reasons could include, but not be limited to – excessive additional costs accrued by travelling by means other than flight, excessive time required to travel by other means, accessibility needs, lack of availability of required transport.

committees, and to ensure that this policy is passed on to new committees through handovers, training or other such means.

1800 Campaigning for a Title IX equivalent in the UK

(Passed 19 November 2015)

Proposer: Asia Patel (Ethnic Minorities Caucus)

Seconder: Sonia Johanna (SAAC)

Union Notes:

1. That an NUS study showed that 68% of woman-identifying students had experienced some form of sexual assault
2. That UEA does not have a clear reporting system for reporting cases of sexual assault
3. That UEA has not passed an already written policy regarding the reporting of sexual assault
4. That Title IX, a section of the Education Amendments of 1972 in US Law, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."
5. That the UK does not have a Title IX equivalent that can be used in favour of survivors of sexual assault
6. That students can find it difficult to focus on their academia knowing that they may see their assaulter at any point on campus
7. That the Zellick Report (1994) advised against universities conducting investigations into anything that could be a criminal offense but UEA only apply this to cases of sexual violence
8. That students who graffiti or cheat in exams are more likely to be excluded from UEA than if they were to commit a crime of sexual violence

Union Believes:

1. That no student should feel unsafe on their campus
2. That the university needs to drastically improve their systems of supporting survivors of sexual violence
3. That cases of sexual violence should be treated equally to other university offenses such as physical assault or harassment

Union Resolves:

1. To mandate the Campaigns and Democracy Officer and the Welfare Officer to campaign for a Title IX equivalent in the UK
2. To support students who campaign against the university until the policy regarding the reporting system is passed
3. To support students who campaign against the university until they improve their support systems for survivors of sexual assault
4. To support students who campaign against the university until they begin to treat cases of sexual violence as they would treat any other criminal offenses.

1802 No to Paper Library Receipts

(Policy passed 19 November 2015)

Proposer: Sam Jones (Environment Officer) (S.Jones11@uea.ac.uk)

Seconder: Alex McCloskey (Ethical Issues Officer)

This Union Notes:

1. That for several years students have been able to access their library account online and check the return dates for their books through the libraries website.
2. That student access to the library online system is robust and very rarely down
3. That 44 students have signed a petition in support of lobbying the university to stop issuing library receipts, and anecdotally students have raised the fact that they do not require or read the paper receipts they are issued.⁴
4. That our existing policy 795, 'Environmental Policy' for the Union of UEA Students' states that the union is committed to "reducing the consumption of primary raw materials and seeks to enhance the contribution of energy efficiency measures, recyclable components and renewables".⁵

This Union Believes:

1. That any reduction in the amount of paper used is positive for the environment, and that the Union should be committed to eliminating unnecessary.
2. That library receipts in an electronic form are adequate for students to look up the return date for their books.

This Union Resolves:

1. To campaign and lobby the university to abolish the use of paper library receipts and replace with a purely online system of receipts or advertise the current online system available for checking return dates.

(All amendments or comments to S.Jones11@uea.ac.uk)

4 Currently Available at: <http://www.ueastudent.com/thestudentvoice/library-receipts-for-taking-out-orbringing-back-books-to-go>

5 Policy Available at: <http://s3-eu-west-1.amazonaws.com/nusdigital/document/documents/12421/e6365dfe1f323111e50569a5ea704073/795%20Envir%20omnmetal%20Policy%20fAmended.pdf>