

agenda

Meeting:	Student Officer Committee
Date:	Thursday 2 October 2014
Time:	5.30 pm
Location:	The Council Chamber
Code	SOC 1256

- 1256 Minutes of the meeting held on 18 September**
(See pages 3-12)
- 1257 Matters Arising**
- 1258 Action Log**
(See page 13)
- 1259 Departmental Presentation: Entertainments**
- 1260 Policy Implementation**
A revised proposal from the Campaigns and Democracy Officer.
(See pages 14-18)
- 1261 Updated Funding Request for the TUC Demo**
A funding request from the PG Education Officer
(See page 19)
- 1262 Transforming the Postgraduate Student Experience at UEA**
A proposal from the Postgraduate Officer.
(See pages 20-24)
- 1263 Campaigns Budgets**
A proposal from the Chair.
(See pages 25-76)
- 1264 Black History Month**
A proposal from the Chair.
(See page 77)
- 1265 Officers on Tour**
A proposal from the Chair.
(See pages 78-79)

- 1266 Sportspark**
A discussion topic from the Activities Officer.
(See pages 80-81)
- 1267 General Election Strategy**
A discussion topic from the Chair.
- 1268 Annual Elections Schedule**
A discussion topic from the Chair.
- 1269 Appointment of DRO**
A discussion topic from the Chair.
- 1270 Attendance at Zone Conferences**
A discussion topic from the Chair.
- 1271 Review of Welcome Week**
A discussion topic from the Chair.
- 1272 Officer Go Around/Reports**
- 1273 Reports on Priority Campaigns/Projects**
- 1274 Any Other Business**
- 1275 Time, Date and Place of Next Meeting**
To note the next meeting will be held at 5.30 pm on 16 October at a venue to be confirmed.

Minutes

Subject:	Student Officer Committee Minutes
Date:	Thursday, 18 September 2014
Paper:	SOC1156

Key Discussions

- Anti-Semitism and the Israel/Palestine conflict
- Spending on TUC demonstration
- Constitutional role of Management Committee with regard to policy implementation

Key Actions

- Approved the original text of a public statement on anti-Semitism without any amendments
- Elected H Staynor as Chair and C Jarvis as Deputy Chair
- Agreed a Cycle of Business
- Agreed Election Timetable for 2014-15
- Elected T Antoniou Phillips as Non-Executive Director of SUS LTD and S Glakousaki as Non-Executive Director of Waterfront LTD
- Agree attendance at the lobby of the UKIP national conference and allocation of £100 funding for travel
- SOC agreed to spend, in principle, up to £1,650 on publicity and coaches for the TUC demo
- Amendments to proposal on Policy Implementation to be brought to future meeting
- Consideration of paper on the UEA Postgraduate Experience deferred to next meeting
- T Etheridge, F Redfern and L Cody appointed as panel members for disciplinary hearings under the Code of Conduct.
- Agreed proposed structure for staff mentoring of Officers
- Agreed direction of travel with regard to a change to the Charity Budget for the Opportunities Department; detailed consideration to be made by Management Committee

Union of UEA Students Purpose:

"To enrich the life of every UEA student"

Minutes of the Student Officer Committee

18 September 2014

Voting Members present:

Max Levene (Students with Disabilities Officer), Liam McCafferty (PG Education Officer), Connor Rand (UG Education Officer), Yinbo Yu (Activities and Opportunities Officer) Chris Jarvis (Campaigns and Democracy Officer), Stela Glakousaki (International Officer), Freddie Redfern (Ethnic Minorities Officer), Tom Etheridge (Non Portfolio Officer), Liz Cody (Non Portfolio Officer), Iain Goddard (Environment Officer), Theo Antoniou Phillips (Non Portfolio Officer), Dan Wrigglesworth (LGBT+ Officer)

Chair

Holly Staynor (Welfare, Community & Diversity Officer)

Non-Voting Members present:

Jim Dickinson (Chief Executive)

In attendance:

Tony Moore (Representation Support Worker), Alex Wyatt (Director of Social Enterprise), Josh Clare (Head of Student Engagement)

Apologies:

Oliver Steward (Postgraduate Officer), Josh Wilson (Ethical issues Officer), Dolly Ogunrinde (Women's Officer), Tom Southerden (Non Portfolio Officer), John Taylor (Mature Students Officer)

D Wrigglesworth, as interim Chair, asked SOC to approve the text of a statement condemning anti-Semitism which had been written in response to: comments in Concrete, the subsequent online reaction and wider concerns about anti-Semitism in the student movement. He noted that the text of the statement had been shared with the Jewish Society.

S Glakousaki believed that as International Officer she should have been involved in the drafting of the statement. She thought that this would be a big issue for the membership and that the Union should not pick sides in the Israel/Palestine conflict.

C Jarvis thought there was a broad agreement to condemn anti-Semitism but that the references in the statement to the current conflict could be contentious. He believed SOC should issue a general statement of condemnation.

C Rand argued that the references to the conflict were integral to the statement. He noted that the committee members of the Jewish Society were international students and argued that Jewish students had been made to feel unsafe and unwelcome on campus.

L McCafferty believed one could take two possible approaches to the statement: to oppose hatred and not mention the conflict or to mention the conflict and oppose both sides' expressions of hatred.

M Levene believed that the statement was a response to a pro-Palestinian article and would, therefore, provide some balance.

T Etheridge thought that a recommendation that students from both sides could, if they wanted to, talk to the Advice Centre.

I Goddard believed SOC could easily be discussing the rise of Islamophobia and that the current statement was a reaction to a few comments in social media; he thought that SOC should consider how they reacted in general to comments in social media and whether they should react to every single social media comment.

C Rand believed that, when it came to a liberations issue, SOC were obliged to react to social media comments.

L McCafferty believed that SOC were all agreed on the need for a statement and he proposed that the statement be redrafted to reflect the concerns that had been expressed.

C Jarvis thought that there should be three proposals for SOC to decide upon: to approve the statement as it stood, to approve the statement but to remove the references to the conflict or to widen the statement to reference anti-Semitism and Islamophobia and to consult with the relevant societies.

SOC agreed to move to a vote on the three proposals.

SOC voted against an amendment to remove the references to the conflict from the statement.

SOC voted against an amendment to reference both Islamophobia and anti-Semitism in the statement and to request the Islamic Society and the Jewish Society to endorse the statement.

H Staynor asked that it be minuted that SOC would be building a strategy toward combatting Islamophobia on campus.

I Goddard suggested it would have been better if SOC had been able to discuss any amendments to the text before it had been shown to the Jewish Society.

C Rand noted that the Society had been made aware that the text would be presented to SOC for approval.

SOC voted to approve the statement for publication in its original form.

1237 Election of Chair and Deputy Chair

H Staynor was the only candidate except RON for Chair.

H Staynor was elected Chair and took over chairing the meeting.

T Etheridge and C Jarvis stood for Deputy Chair.

T Etheridge believed it was important that the voice of Part Time Officers was heard, especially when reviewing the decisions made at Management Committee.

C Jarvis noted that part of his Officer job role was overseeing Union policy and he would as Deputy Chair hope to focus on SOC's role of coordinating the implementation of Union policy.

C Jarvis was elected Deputy Chair.

SOC agreed that a guillotine would be set for 7.30 pm.

1238 Minutes of the meeting held on 5 Jun

The minutes were agreed.

SOC noted that, for the meeting of 22 May, due to staff absence no minutes had been taken and that the recording that had been made on which to base any notes had, unfortunately, been lost.

1239 Matters Arising

There were none.

1240 Action Log

J Dickinson noted that there was a proposal to recognise a new trade union for student staff and that he would be consulting with this body or possibly with it and the current trade union as to the issue of zero hours contracts.

Chair noted that UUEAS had an extra place on Senate.

C Jarvis noted it should be minuted that the GSA President no longer sat on University Council and the postgraduate representative position had now been taken up by the Postgraduate Education Officer.

1241 Cycle of Business

J Dickinson advised that the cycle would enable Officers to give close scrutiny to different layers of UUEAS' structure.

C Jarvis believed that the leader of the NUS delegation should be chosen at the same time as the delegates and therefore this should be moved back to Week 5 in the Cycle. He further noted that this would need to be delegated to SOC by Management Committee.

SOC agreed the Cycle of Business with the above changes.

1242 Union Elections' Timetable

T Antoniou Phillips noted that Liberations elections would now be campus wide and he thought it important that Liberations support groups should be made aware that they would no longer be in charge of the elections to the NUS Liberations Conferences.

Chair noted that she would explain the changes to the different groups.

C Jarvis noted that it had been decided at the meeting of the Commercial Boards that the student members of the Board would, for the current year, be elected by Union Council and not be cross-campus ballot and that this election should be taken out of the timetable.

SOC agreed the timetable with the above change.

1243 Departmental Presentation: Strategy Update

J Dickinson reported that the PESTLE exercise that SOC had undertaken had now also been completed by staff groups and the Trustee Board and that the Board had been briefed on the new brand and visual identity. He noted that because of the focus on the building refurbishment the strategy formulation would now take somewhat longer and would be presented to SOC in October. He noted that in the interim, SOC would receive the Departmental Annual Plans which would give them some idea of the strategic focus of different areas.

1244 Elections to Commercial Boards

T Antoniou Phillips was elected unopposed as the first student non-executive director of SUS LTD.

S Glakousaki and M Levene stood for election for the position of non-executive director of Waterfront LTD.

S Glakousaki was elected as the first student non-executive director of Waterfront LTD.

1245 Priority Campaigns and Projects

C Jarvis noted he had sent outline plans to SOC which Officers had been broadly happy with.

On updates, he reported that one of the aims of an individual campaign had been achieved: as of the previous day UUEAS was now a Living Wage Accredited Employer.

He noted there had been developments with regard to the Disabled Students Allowance (DSA) in that the government had made changes to their proposals: the main changes had been deferred to 2016, the cuts to specialised accommodation had been removed and small changes had been made to funding for laptops. He noted he would be meeting with the Welfare Officer to discuss the changes and other Officer were welcome to attend the meeting.

He noted that there would be a Democracy Day the following week with stalls for each of the Priority Campaigns and that many students had signed up to the campaigns through the website. He noted that the Campaigns would also be promoted at the General Meeting to be held on Democracy Day.

1246 Priority Campaign Working Groups

L McCafferty noted it would be important to have a semester plan for each campaign and these would be designed by a working group for each campaign. He asked Officers to sign up for at least one working group in a paper he circulated to the meeting.

1247 Funding Request for coach to Diversity Festival on 27th September

L McCafferty noted that, on 27th September, UKIP would be holding their annual conference in his home town, Doncaster. He noted that the FTOs had discussed the matter and agreed UUEAS should attend a lobbying of the conference. He noted that We Are Norwich, an affiliate organisation to UUEAS, were organising a coach to the event at £5 a seat. He noted that the Diversity Festival had been cancelled and the event would be simply a lobbying opportunity.

SOC discussed the details of how to book seats and the pleasures of visiting Doncaster.

C Rand asked that, in future, funding requests should include a detailed breakdown of costs and be submitted in advance.

C Jarvis noted that he and the Chair would present a proposal to a future meeting on allocation of Campaign Budget spending and of how Officers could submit funding proposals.

SOC agreed unanimously to allocate up to £100 for attendance at the lobby of the UKIP national conference.

L McCafferty noted that he had sent an agenda item in an email to the SOC secretary which had, unfortunately, been missed off the

agenda, a funding request for attendance at a TUC demo backed by the NUS: 'Britain Needs A Pay Rise' to be held on 18 October. SOC agreed to consider the item.

L McCafferty thought that it would be good to start by booking three coaches as he believed there would be a huge amount of interest in the event. He had not put an exact costing as this would depend on negotiations with the coach companies but he thought it would be around £500 per coach.

C Jarvis argued that publicity costs should be added to the request. T Etheridge noted his concerns over spending such a large part of the Campaigns Budget on one demo. He believed that there should be a focus on what could be done for students locally as well as supporting national events.

C Rand thought there should have been detailed proposals tabled concerning what would be a large spending commitment.

C Jarvis noted, that in the past, SOC had spent a large proportion of the budget on one event and then had found money to bolster the central Campaigns Budget from elsewhere.

SOC agreed to spend, in principle, up to £1,650 on publicity and coaches for the TUC demo, with further details on spending to be brought to the next meeting.

1248 Policy Implementation

C Jarvis thought some aspects of the recommendations might prove contentious and he would incorporate any changes that SOC wished to make as an agreement should be by consensus.

He highlighted the suggestion made that, in a time sensitive situation, particularly over the summer, decisions over implementation might be left to Management Committee. He noted that this might be problematic in terms of constitutionality and might involve a decision to seek an amendment to the Constitution.

He noted the complaints made over the fact that Facebook was not an accessible and appropriate forum for the discussion of policy implementation and he recommended that this should just be used purely for speedy organisational decisions.

He noted, finally, that the democratic implications of the introduction of Policy Precedent should be more closely examined.

C Rand asked that public statements should be explicitly included in the recommendations. He also thought that the definition of 'time sensitive' could be contentious and he asked that this be clarified. On Management Committee, he thought there were good constitutional reasons why it was not charged with policy implementation. He thought one interpretation of the recommendations could be that they would take power away from the PTOs as there was no provision for consultation with them and Management Committee and a provision for consultation should be made explicit and be an overriding principle.

T Etheridge thought that consultation could be held through an emergency meeting via video conferencing.

C Jarvis agreed with the above observations but noted that Management Committee could be seen as a venue where the FTOs all met together and another parallel political role for it might be investigated to allow it to consider policy implementation emergencies.

L Cody noted that decisions had been made by UUEAS over the summer without consultation with the PTOs but which the PTOs had been held responsible for by their constituents; she believed this issue should be addressed.

Chair noted that she and C Jarvis would rework the recommendations in line with the discussion and bring them back to the next meeting.

C Rand left the meeting, for Officer Go Round, he reported he would have a review of progress on his manifesto commitments ready for the following meeting.

1249 Transforming the Postgraduate Student Experience at UEA

Chair noted that J Taylor had asked that, in view of his absence, the matter be deferred to the next meeting.

Chair noted her view that the matter was purely for discussion and should be considered at the present meeting.

C Jarvis noted that there were three PG members of SOC and that only one was present; in view of this, he felt that SOC could not meaningfully discuss the PG experience.

L McCafferty noted that the paper had been produced by O Steward and himself who were the PG representatives on SOC and that J Taylor, with respect, was the Mature Students representative. He noted the idea was to simply gain some initial feedback from SOC.

SOC voted to defer consideration of the paper to the next meeting.

1250 Officer Go Around/Reports

L McCafferty: PG inductions, PGSE report, GSA consultations

F Redfern: liaising with all the ethnic minority Societies

S Glakousaki: international arrivals, Union presentation to international students, working on Reduce, Reuse, Recycle; working with ISS on Asian Day and International Basketball

M Levene: work on the DSA

C Jarvis: Priority Campaigns, writing NUS funding request on DSA and the general election campaign, papers on broadening democracy, meeting with the University on Fossil Free and WRC

L Cody: working on issues facing Joint Honours students particularly with regard to exams

I Goddard: working on Reduce, Reuse, Recycle which had run successfully

T Antoniou Phillips: Trustee Board, elected to HR Sub-Committee

T Etheridge: working with Livewire as to Welcome Week information

D Wrigglesworth: attendance at TransAction Conference, liaison with local LGBT+ groups

Y Yu: preparing for Club and Society training, completion of the Union App, working with mature students

T Etheridge: working on Media Day, equality and diversity with Livewire

H Staynor: Black History Month, equality and diversity for Clubs and Societies, staff training on issues concerning sexual harassment

1251 Reports on Priority Campaigns/Projects

SOC noted this had been covered in Item 1245.

1252 Departmental Find and Fix Feedback

M Levene asked as to the accessibility of the tills in the Shop.

J Dickinson advised that this was being addressed.

1253 Management Minutes

SOC noted the minutes of the meetings of 8 July, 22 July, 4 August and 1 September without comment.

1254 Any Other Business

T Etheridge, F Redfern and L Cody volunteered to join a pool of Student Officer members of the Disciplinary Panel for hearing complaints brought under the Code of Conduct.

J Clare, Head of Student Engagement, advised that his paper on the assignment of staff mentors to Officers would be added to the agenda papers.

SOC agreed to the proposed structure of mentoring for Officers.

Y Yu proposed an emergency amendment to the Charity Budget which he circulated to the meeting to include an extension of funding for website development for a further three weeks.

He noted that more time was needed to train Clubs and Societies in use of the website.

I Goddard noted that he had been on the Societies Committee the previous year and a lot of money in the budget had been left unspent.

J Dickinson advised as this matter was a detailed revision of an internal budget it should properly be considered by Management Committee.

SOC agreed the direction of travel and referred the matter for detailed consideration to Management Committee.

Chair asked Officers to, in future, not bring highly detailed proposals under AOB.

1255 Time, Date and Place

5. 30 pm, 2 October at a venue to be confirmed.

SOC ACTION LOG

Date Commissioned	Action Required	Status	Assigned To:	Date to be actioned by:
8 May 14	Student staff to be consulted on 0 Hours Contracts	Awaiting recognition of new student staff trade union	Jim	End of October
5 June 14	Constitutionality of reserved places on Union Council for Rep Organisers to be investigated	With DPC for review	Tony	First meeting autumn
18 September 14	Strategy Update postponed; Departmental Annual Plans to be presented in the interim	To be future agenda item	Jim	End of October
18 September 14	Chair to inform Liberations support groups about changes to delegate elections	To be reported	Holly	October
18 September 14	Further details of costs of TUC demo to be brought to SOC	On agenda	Liam	Next meeting
18 September 14	Proposal on allocation of Campaign Budget spending and of how Officers could submit funding proposals to be brought to future meeting	On agenda	Holly/Chris	October
18 September 14	Changes on recommendations for proposal for Policy Implementation to be drafted	To be future agenda item	Chris	Next meeting
18 September 14	UEA PG Student Experience paper to be re-tabled	Agenda Item	Tony	Next meeting
18 September 14	Changes to budget for Opportunities Department to be sent to Management Committee	To be future MC agenda item	Jim	October

Policy Implementation

What is the problem?

At present, it is unclear as to the precise method through which we should implement policy. The existing structures place power of setting policy with Union Council and the implementation of that policy with SOC. The constitutional explanation of SOC's remit is found in byelaw 1.27 and is as follows:

1.27 The Student Officer Committee shall be responsible for:

1.27.1 representation and campaigning work;

1.27.2 the implementation and interpretation of Union Policy;

1.27.3 coordinating action requested by Union Council;

1.27.4 reviewing the minutes of the Management Committee;

1.27.5 any other duties set out in the Constitution or these Bye-Laws

What is clear from this is that policy interpretation and implementation lies in the hands of SOC. However, this does not address a series of questions that arise from this:

1. When is it appropriate for SOC as a whole to discuss and take decisions on policy?
2. When is it appropriate for individual officers to act on the back of policy?
3. When is it appropriate for Management Committee/ the Full Time Officers to take decisions without SOC?
4. When is it appropriate for decisions to be taken informally online by SOC outside of a meeting?
5. How should we act in response to policies that exist in precedent?¹

These particular questions have been raised this year by officers, both part time and full time, and the answers are unclear due to a lack of historical precedent that offers a satisfactory response. Potentially, this can cause a level of confusion among officers about what they can and cannot do in their day to day work and what SOC can expect to input into.

Two extremes of how this problem could manifest are firstly that every decision or action related to policy taken by any officer must first be taken through SOC to discuss whether it is a fair and accurate interpretation of policy, and secondly that individual officers never take matters in which they are acting on behalf of policy mandates through SOC. While the former is impractical, the latter is undesirable. One offers maximum input from SOC and offers a consensus based approach, but could never feasibly be implemented, while the other allows individual officers to act on

¹ This is a question that needs addressing in light of changes that were made this year to policy lapse, and so is new problem.

policy that is within their role description and relevant mandate but removes committee based decision making. Clearly, there is a balance to be struck somewhere in the middle here, and this should ideally not be done in an arbitrary manner.

The tension that exists is between what decisions should to be taken by SOC as a whole, and what is better suited to be taken by individual officers. Is it appropriate for an individual officer, or a group of officers, to, **when meeting with members of the University staff, make arguments and statements regarding Union policy** without first consulting with SOC? Is it appropriate for individual officers to give **statements to the press, whether campus based or otherwise**, on matters of policy without first consulting SOC? Is it appropriate for **policy statements to be written and released** without the consultation of SOC? Is it appropriate for **decisions of policy implementation to be made in an informal setting** (such as a facebook group), where no minutes are taken and where some officers may not be able to participate in a discussion? **Does this differ if we are looking at policy in precedent** rather than active policy? If it is the case that the answer to any or all the above questions is 'sometimes', the further question that follows from this is 'when?'

This paper will seek to tease some of these issues out and work to find possible solutions.

What has happened in the past?

The historical precedent is unclear. The role of individual officers, SOC and Management Committee has not been effectively established in previous years. This has consequently raised similar issues to those we have seen over the past month, for example over the Members Only policy. Previously, the Management Committee of UUEAS has been deemed to be able to take decisions in lieu of SOC between meetings and when SOC is unable to meet. Evidently, this is a point of contention.

Additionally, from previous years, individual officers have tended to act off the back of policy that relates to their particular job mandate largely independently. This has meant that the role of SOC as a body in its entirety has been small with regards to the interpretation and implementation, but instead individual members of SOC would take these decisions. Consequently, on receipt of a policy passed through council, individual officers or groups of officers have taken the actions required from this and enacted it, ordinarily without active discussion through SOC. Not only has this led to elements of SOC as a body not feeling adequately included in the decision making process, it has also historically led to a dearth of activity on some areas of policy, as SOC as a body has had a lesser role in delegating tasks to other officers, and the onus has been placed on individuals to take up tasks as they come through.

As a result of this, a number of different mechanisms have previously been attempted to alleviate these problems. These have included having a specific sub-committee of council to delegate specific actions to individual officers, an action-log listing all policy and their actions and resolves and a smaller, crisis action log for actions that were overdue. The assessment from last year's officers was that none of these

methods of interpreting and implementing policy were ideal, each having a variety of drawbacks in spite of their benefits.

What has been proposed for the forthcoming year already?

In discussions that have taken place between Full Time Officers, we are proposing that we introduce a new system for looking at policy, incorporating elements of previously attempted processes.

This would consist of policy being brought to SOC as a whole once it has passed for the purpose of discussion and the delegation of tasks to officers. From this, a more in depth discussion will take place within mentor groups, where strategic task setting will take place and officers can be given support in the work that they are doing. In short, therefore, policy, once passed, will come to SOC, officers will be given responsibility over it and then will set specific actions within the smaller mentor groups. This should provide an efficient mechanism through which policy can be implemented, ensuring that SOC has a broad overview of and opportunity to feed in to what is being done, while giving individual officers ownership over their own work, and removing the laborious task setting process from the formal meeting setting of SOC.

What does this fail to address?

While this process would seek to tackle the problem associated with policy not being implemented as and when it is passed, it does not deal with the problem of how old policy is implemented, how SOC and individual officers should respond to events that are covered by existing policy, or how we should view the role of policy that is in precedent, rather than active. These issues are at the crux of the debates that have been occurring over the last few weeks.

How can we solve these issues?

The starting principle from which we should base our policy implementation process and strategy should be that SOC as a whole should have the first say in relation to interpretation and implementation in all instances, *except where there is a specific justification as to why this should not be the case*. The latter clause of this underlying principle should be viewed in particular in relation to when a situation has changed, when an event occurs that requires a response in relation to policy, or when an issue that was previously addressed through the implementation of policy becomes a live issue again. There are a number of instances where this may be as such. For example, when a matter is time-sensitive, at periods when SOC is unable to meet, and when officers are in meetings or are required to give statements of policy can be deemed to be occasions on which it would not be practical for SOC to be the first point of discussion.

Consequently, when an issue arises in relation to policy that is either time-sensitive, to the extent that a decision ought to be taken prior to the next meeting of SOC, or else occurs at a time when SOC is unable to meet (ie. Over Summer, through the Christmas/Easter break), such a decision should be taken through a minuted discussion of the Management Committee. This is not to say that consultation with SOC prior to a decision being made shouldn't take place, but instead that a formal discussion and vote be held within a minuted meeting. The purpose of this would be to firstly ensure that proper and accessible discussion is able to take place, while also ensuring that officers can be held accountable for the decision.

In some instances, this will not be possible, and individual officers will have to make judgement calls on what is the appropriate interpretation of the policy. This should be done within the framework originally set by SOC, or within the broad parameters set out in the policy.

What Implications does this have for the Facebook group?

Concerns have been raised by this year's SOC about whether it is appropriate to rely on the Facebook group for decision making purposes. What has become apparent is that use of the Facebook group has been limited to some members of SOC and not others, with many not participating in discussions, at least not in all instances. This means that certain voices are not being heard in debates around policy, and additionally that these discussions are not accessible to all members of our committee.

Due to this, it should be viewed as preferable that *no policy decisions are made through the SOC Facebook group*. Instead, the Facebook group should be seen as a forum for contacting officers between meetings, requests for help with specific projects and discussing initial ideas for what UUEAS can do. This would have the effect of firstly removing the lengthy discussions of how we should interpret policy from the Facebook group and secondly ensuring that any decisions on policy are made in a public forum that is minuted so that students can hold their Officers to account.

What about policy precedent?

As this is a new element of our policy process for this year that hasn't yet been fully fleshed out, there is a lack of clarity and agreement between officers over how we should respond to policy precedent and what role it should play in the work that we do. It is recommended that as a result of this, a detailed discussion and decision take place through the Democratic Procedures Committee.

Summary of recommendations:

- New policies will come to SOC for discussion and task delegation once they have been passed by council
- More specific strategic task setting and monitoring will take place in the smaller mentor groups

- As with new policy, old policy should be implemented on the same basis; that SOC as a whole should be the first point of discussion on interpretation and implementation, unless there is a specific justification as to why this should not be the case, such as time-sensitivity, a matter arising during a meeting or an issue occurring at a time when SOC is unable to meet.
 - **A matter should be considered time sensitive if delaying action on a particular issue would have a significantly detrimental impact on the efficacy of such action.**
 - **All reasonable efforts to convene a quorate emergency meeting of SOC should be made, either virtually or in person, taking note of people's accessibility requirements.** In instances where this is not possible, decisions should be taken through a minuted, quorate meeting of the Full Time Officers.
- The Facebook group should not be a place for the discussion of policy interpretation and implementation, and instead should be a place where officers can be contacted between meetings and for officers to ask for support on projects they are running
- That the issue of policy precedent be referred to the DPC.

Funding Request for TUC Demonstration 18th October

Coach = £650

£650 x 3 = £1950

Publicity = £250

Total = £2200

TUC Demonstration Action Plan.

- 1) Demo publicity commissioned with press release (Posters, leaflets, banner etc)
- 2) First coach booked. Max. 3 coaches booked on a demand basis.
- 3) Timetable to be produced for Officers on Tour w/ P/T Officers.
- 4) Groups/Societies to be specifically targeted by each officer.
- 5) We need campaign teams out talking to students and booking them up on coaches. This should be a combination of activists and student staff.
- 6) To develop a programme of stunts to promote the demo incl. asking UEA TV for a promo. We should consider for next week having a 'Why you should march with us' campaign, whereby every day we give a different reason (ideally from different people/groups) about why it is important to them.
- 7) We shouldn't be afraid of using gimmicks/incentives. For example we could ask clubs/societies to sign up members, with LCR tickets awarded for meeting targets.



Transforming the Graduate Student Experience at UEA

Introduction

UEA is a good university with a good reputation for its “student experience”. It consistently does very well in the NSS and last year came top in the THE student experience survey. However both the indicators in use and the overall perception of the situation on campus is that there is a focus towards undergraduates and their experience/needs. This proposal seeks to address this issue.

The Situation

UUEAS is a large registered charity with two trading subsidiaries and a turnover of £8m. It however is widely perceived to not be interested in Graduate Students, with its leadership positions dominated by undergrads and its social activity dominated by them.

For some years a separately constituted Graduate Students Association has existed. It is a small unincorporated charity exempt from registration. It has both a representational function and a social function, and a poorly maintained bar which is operated on its behalf by UUEAS under a management agreement.

The Problems

- The GSA is very poorly funded for the activity it carries out- just £5k a year comes in from grant funding and nothing is contributed by the Grad Bar one management costs are taken into account.
- Few students believe that either the GSA or the Union act as effective representative bodies.
- GSA volunteers have to spend considerable time “running” the GSA as an organisation, reducing the time they can spend on direct activity for the benefit of PG students.
- As a legally separate organisation, the GSA bears administrative costs (ie insurance) that other groups that are federated into the union do not bear (ie Concrete)
- The University is currently recognising and regulating two students’ unions- the GSA “counts” as a students under the Education Act 1994, and would be keen to reduce

this to one, believing that the union's wider infrastructure should be supporting the functions that the GSA carries out.

The Past Year

Over the past year the union has been engaged in an internal reform process designed to improve its internal underpinning functions- management, HR, IT, Finance and infrastructure. With this process almost complete in coming months the union will be focussed on its formal strategic objectives. These have been summarised as follows:

Advocacy: "We've got your back"

- We represent and campaign to give students power over their education
- We help students to help other students
- We sort (and prevent) students' problems with help, advice and support

Opportunities: "Beyond your degree"

- The best range of student sports and societies in the UK, no argument
- Opportunities to learn skills, make friends and become more employable
- Student employment that's fun, well paid and transformative

Enterprise: "We own this"

- Student bars, cafes and lounges- where everybody knows your name
- Housing for students- the most student focussed in Norwich
- A student run shop- things you want, prices you need

As of August 2014 it holds a formal lease on Union House with an expectation that it will keep up the facilities within.

In addition this year:

- The Union has taken on staff designed to support PG activity
- The Union is intending to redevelop union house and has earmarked an area for Graduate Students
- The union has split the previously overworked academic officer position into PG and UG

Basic principles

- That a strategy for the representation of Graduate Students should be in place.
- That dedicated social and recreational activity should be arranged for Graduate Students.
- That activity for Graduate Students should be led by them wherever possible, with autonomous organisation of Graduate Students enshrined constitutionally.

- That all groups of students on campus should be able to benefit from the underpinning infrastructure that the union has to offer.

Feedback from Students

During August 2014 the Union worked with the GSA to undertake a consultation with students on "Building a PG Community on Campus". Over 100 students took part and fed in detailed comments about both the proposed new Graduate Centre in Union House and the nature of activities and services that should be put on for PG students.

In relation to the **Graduate Centre**:

- There is strong support for retaining a Graduate focussed Licensed bar, but a need for it to be improved/refurbished
- The bulk of respondents would also like this to work as a daytime/coffee focussed space
- Many respondents would like to see the space incorporate a quiet "Study Lounge" with individual and small group flexible space
- A number of respondents would like to see self serve kitchen facilities introduced
- A number of respondents would like to see bookable rooms

In relation to Graduate focussed **Services**:

- The centre acting as a hub of information and first point of contact for university services is mentioned by a number of students
- Advertisement - physical advertisement - of ongoing research events on campus.
- Several respondents mention a printer service
- A number mention a substantial trips programme
- A number mention the space acting as a centralised centre for PG PPD information

In relation to **Events** and **Social Activity**:

- As above a number mention a substantial trips programme
- PG sport is valued but many would like to see PG societies or related activity
- Most would like to see some cross university formal socials around themes
- A number mention events with an Academic Theme- for example where students might present their research

In relation to **Challenges**:

- There are a number of Organisation and Management issues inside faculties that are clearly not being addressed currently

- Most respondents identify a lack of social life and sense of community, coupled with a clear sense of isolation for many
- A sense of “chaos” and lack of joined up thinking when attempt[ing to ask a question or resolve a problem
- A number of respondents raise pastoral/welfare issues that they feel are ignored or not properly supported

Addressing Students’ Feedback

As a result of the feedback we are proposing the following:

1. The **Graduate Students’ Centre** will be housed inside Union House and will be operated by the Union under leadership from PG students who will provide reps for a Graduate Centre Management Group. It will feature dedicated social learning facilities, bookable space and some office space for use by Union and University services focussed on postgraduates. Legal responsibility for liability and development will rest with the union, ensuring the facilities are part of the union’s wider ongoing investment plan.
2. A **Graduate Assembly** will be established within the legal framework of the union with a specific remit of coordinating the representation of Graduate Students. With staff support provided by the union, it will direct the work of a committee headed up by the Postgraduate Education Officer and will support Graduate Reps and Committees across the University in their representative function. It will provide Graduate reps on University bodies and committees and will advocate for the rights of postgraduate students across the university. It will also be able to make policy recommendations to Union Council. A similarly constituted body for Undergraduates will also exist.
3. The **Graduate Students’ Association** will merge into the legal framework of the union with a social and recreational function. With staff support and a budget provided by the union, it will coordinate a programme of trips, social, society and sporting activity focussed around Graduate Students both within schools and across the university. Legal responsibility for liability and insurance will rest with the union, freeing up GSA volunteers to focus on activities. The GSA will have its own budget and will be able to retain funds within a restricted fund within the charitable operation.
4. On a wider basis the Union’s central representative body (the council) will also be reformed to create more dedicated spaces for PG students. In addition each of the unions other functions- advice, opportunities, live music etc will all be expected to develop a **Graduate Students’ Strategy** in conjunction with reps from the GSA and GSC. This will ensure that these services develop in line with the needs and expectations of Graduate Students.

Conclusion

There is still considerable detail to be worked out within this proposal with structures, timelines and constitutional matters to be determined. However at this stage we are seeking feedback on the proposals at a principal level. We believe that as outlined they represent both a solution to identified problem and a clear

way in which the union can approach transforming the PG experience in the future for the better.

Allocation of Student Leadership Unit Budgets 2014-15

Purpose of Paper: This paper builds on the agreed process for the allocation of campaigning budgets in 2014-15. It recommends allocations in budget categories and details the process for allocating a priority campaign “pot” in this period. It contains several outline recommendations for approval.

Background

Last year the SOC had direct oversight and control of a campaigns budget of circa £10k. Student Officers were required to apply into this pot in order to fund attendance at events and run projects and campaigns related to their role.

Separately there was a training budget that has tended to cover training and other events, and when travel and other costs have exceeded expectations we have tended to dip into the central admin budget.

Analysis

Issues with this system included:

- A lack of clarity about the boundaries between the training and campaigns budgets
- A sense that there should be some autonomy for student officers over some funding
- Many events are expected to be attended constitutionally or in role profiles but officers have to bid to secure funding
- There seems to be little planning
- The overall pot is arguably too small in this context and generally for a union of our type

This Year

This year SOC resolved to implement the following:

- Retain the Officer Training Budget and agree a training plan. This will be carried out by Josh Clare and a recommendation will be made to SOC. This has been budgeted at £10,000
- Create a Conferences and Events budget for **automatic** use by officers in attending role related events and conferences against agreed plan. This has been budgeted at £7.5k.
- Retain SOC fund and divide into two areas- campaigns agreed by SOC in a plan at the start of the year, and an amount for ad hoc projects arising out of policy mandates. These have been budgeted at £10k apiece.
- Allocate a dedicated amount from the overall Campaigns Budget for Priority Campaigns, which will be allocated by the SOC based on an analysis of proposal arising out of manifestos and mandates at the end of the summer. This is proposed below.
- Allocate a dedicated amount from project budget for Liberation, Equality and Diversity for use on projects related to this area. This is proposed below.
- Seek to significantly increase the overall spend on these areas in 14/15. As a result of the changes we have almost doubled intended activity spend in this area.

- In addition elections and democracy holds a budget of £7.5k. Plus staffed departments hold some activity costs budgets.
- Any member of SOC wishing to propose a Campaign or Project should use the attached form. For assistance in completing the form you should contact your staff mentor.

Proposed Work and Allocations

Attached is the current list of projects to be run this year for scrutiny. The allocations are therefore proposed as follows:

These allocations are proposed:

Budget Pot: Priority Campaigns

Proposed Allocation: £4,000

Lead Officer: Chris Jarvis

- Employment
- DSA Cuts
- Cost of Student Living
- Postgraduate and International Fees

Budget Pot: General Campaigns

Proposed Allocation: £6,000

Lead Officer: Chris Jarvis

- General Election Engagement
- *Plus others to be determined by SOC*

Budget Pot: SOC Projects

Proposed Allocation: £4,500

Lead Officer: Holly Staynor

- Deposit Protection Campaign
- Sexual Harassment Campaign
- *Plus others to be determined by SOC*

Budget Pot: Liberation, Equality & Diversity

Proposed Allocation: £5,500

Lead Officer: Holly Staynor

- Each officer receives a £500 budget. Any use of this budget is subject to review by E&D Committee. Remaining £2,500 may be requested by individual lib/equal opp officers or collaborating officers for joint projects.
- Black History Month
- Equality and Diversity
- Mental Health Campaign
- *Plus others to be determined by Liberation Officers and E&D Committee*

The following budgets are already agreed:

Budget Pot: Elections and Democracy

- Union Councillor Training
- Accessibility of good quality information on Governance
- *Main spend here is on elections*

Budget Pot: Education & Engagement Department

- Student Led Teaching Awards
- The role of rep organisers/faculty convenors
- Rep Induction Training Day – 11th October 2014
- Student Intelligence Strategy: The Listening Campaign
- Student Experience Report
- Partnership Agreement on Representation
- Exam Feedback

Budget Pot: Advice Department

- Advice Service Research and Reporting Framework

Budget Pot: Housing Department

House Hunting - Myth Busting video

Cost of Student Living		Budget Pot: Priority Campaigns	
Lead Officer Holly Staynor and Chris Jarvis		Lead Staff Member Louise Goux-Wirth	
Which Department (if appropriate) Education and Engagement		Sponsor Senior Manager Jo Spiro	
Background (including what change the project is intended to bring about or what the project will achieve)	Alongside maintenance grant cuts and £9,000 tuition fees, students face a further financial burden through increases in the rent for University accommodation, soaring energy bills and a variety of costs in addition to their fees including printing and textbooks. This constitutes an unfair pressure on students and so we are campaigning for UEA to freeze its accommodation fees, for Landlords to insulate student homes and for the University to clamp down on hidden course costs.		
Impacts on students	Should the campaign be successful students will: <ul style="list-style-type: none"> • Be less dependent on bringing in additional money through time intensive part time jobs • Have a clear idea of the cost of their programme of study <u>before</u> they start it • Have access to high quality, reasonably priced accommodation 		
Outputs & Deliverable Actions (Inputs)	The campaign will deliver: <ul style="list-style-type: none"> • A report to the University on the cost of student life • Improved insulation for HomeRun properties • Improved criteria for HomeLet accredited property • A printing allowance for all UEA students 		
Member Benefit Test Check	Demand Cost of rents in University have continued to rise year on year beyond inflation and increases in maintenance payments. Student applications to DOS hardship funds have increased. More research into this area will be undertaken as part of this project.		
	Design The campaign will be led by 30 students who will shape the development		
	Delivery The 30 campaign leaders will lead on the delivery with staff and Officer support. Students have signed up on the website to be involved in the campaign across the year.		
Success Criteria	<ul style="list-style-type: none"> • No "real terms" accommodation fee increase • Identify all Home Run and Home Let properties that have an EPC below an E rating • Produce a briefing for landlords on 2011 Energy Act • 5% increase in the proportion of house stock provided by UEA is affordable • 50 properties in the home run/home let scheme have better installation installed • Revised accreditation for HomeRun/HomeLet to ensure it is rigour and focussed on energy efficiency • Hidden course costs to be "upfront and minimised" • Introduce a university wide student printing allowance 		
Direct Resource Costs		Indirect costs (ie others' budgets)	

<ul style="list-style-type: none"> • Campaign materials • Staff time 	<p>Venue costs for events</p> <p>Design work will be undertaken to promote activity</p> <p>Communications department in promoting events and campaign</p>
<p>Key Central Services Implications</p>	
<p>Start Date September 2014</p>	<p>Completion Date June 2015</p>

DSA Cuts	
Lead Officer: Holly Staynor	Lead Staff Member Josh Clare
Which Department (if appropriate) Education and Engagement and Advice	
Background (including what change the project is intended to bring about or what the project will achieve)	DSA Cuts, whilst delayed, are still not out of the question. Greg Clark, the new minister for Higher Education, has put many of the decisions regarding the changes to the other side of the General Election in 2015. The Students' Union, and Unions nationally, need to ensure that DSA cuts don't fall out of the public arena.
Impacts on students	Ensuring future funding for students with disabilities is in place through the continuation of DSA.
Outputs & Deliverable Actions (Inputs)	As part of the wider General Election strategy, safeguarding DSA will be fore fronted as one of the major objectives of UUEAS. Through lobbying local PPCs to sign up to the "Student Manifesto for Norwich" it is hoped that the next parliament will contain sufficient numbers of MPs who oppose cuts to DSA.
Member Benefit Test Check	Demand Locally, a number of students have submitted case studies about how negatively affected they would be in the face of changes to DSA. Over 700 students in Nationally the student movement has rallied around this cause and there are a number of examples of positive action being taken by Unions to engage current MPs to sign an EDM.
	Design The creating of the Student Manifesto will be headed by a group of 30 locally trained activists and the collection of case studies and wider material for the DSA section of the accompanying report will be led by the Students with Disabilities Officer.
	Delivery In all parts of the process the 30 campaign leaders will involve students in the delivery of events and the lobbying of local PPCs. Students have signed up on the website to be involved in the campaign across the year .
Success Criteria	All PPCs will commit to the Student Manifesto for Norwich. Real term cuts to DSA will be not take place 300 activists are involved in the lobbying of PPCs
Direct Resource Costs	

- Costs on training days
- Cost of the production of Student Manifesto
- Expenses for volunteers and activists

Key Central Services Implications

Currently there is a bid currently into NUS for the Community Organising Innovation Fund to finance the Student Manifesto and therefor this project.

Start Date September 2014

Employment		Budget Pot: Priority Campaigns	
Lead Officer: TBC	Lead Staff Member Josh Clare	Sponsor Senior Manager Jim Dickinson	
Which Department (if appropriate) Education and Engagement			
Background (including what change the project is intended to bring about or what the project will achieve)	With youth unemployment at 17% and the continuing move towards low pay, low hour employment, working to improve the jobs market is more important than ever. We are committed to the campaign for a Living Wage, and are passionate about ensuring students know their employment rights and the benefits of Trade Union membership.		
Impacts on students	Students will understand more about their rights as a worker and see the Students' Union as a positive place to work.		
Outputs & Deliverable Actions (Inputs)	This campaign will deliver: <ul style="list-style-type: none"> • A policy will be developed and put to Union Council to shape the campaigns development. • The Union will become a Living Wage Foundation employer • Awareness in the membership of the living wage • Improved literature in the advice service on workers' rights • A postgraduate researchers who teach employment charter • An ethical careers fair 		
Member Benefit Test Check	Demand	It is hoped that more research will highlight this as a high priority of the student body.	
	Design	The campaign will be led by 30 students who will shape the development	
	Delivery	The 30 campaign leaders will lead on the delivery with staff and Officer support. Students have signed up on the website to be involved in the campaign across the year.	

Success Criteria	<ul style="list-style-type: none"> • UUEAS to become a Living Wage Foundation employer • 15-20 activists leading the campaign on the living wage • 300 students reached to promote rights at work • 1000 student reached through social media about rights at work • An employment charter will be introduced for PGs who teach • 500 students attend an ethical careers fair • 10 students lead the ethical careers fair project 	
Direct Resource Costs <ul style="list-style-type: none"> • Campaign materials • Staff time 	Indirect costs (ie others' budgets) <ul style="list-style-type: none"> • Venue costs for events • Design work will be undertaken to promote activity • Communications department in promoting events and campaign 	
Key Central Services Implications		
Start Date September 2014	Completion Date October 2015	

Exam Feedback		Budget Pot: Education & Engagement	
Lead Officer: TBC	Lead Staff Member Josh Clare	Sponsor Senior Manager Jo Spiro	
Which Department (if appropriate) Education and Engagement			
Background (including what change the project is intended to bring about or what the project will achieve)	In previous years the Union has run a campaign to highlight the need for examination feedback. The University has responded by implementing a system which offers general feedback to students who request it. There has been a limited take up of this to date and more work is needed to establish how useful this system has been for students.		
Impacts on students	Students will receive useful feedback on their work which will lead to them improving their achievement over the course of their degree.		
Outputs & Deliverable Actions (Inputs)	This campaign will produce: <ul style="list-style-type: none"> • Good quality research to inform the case made for better feedback • A report to the University highlighting the need for, desire for and feasibility of more detailed, personalised feedback • Suggested schemes for how feedback on examinations can be provided to students 		
Member Benefit Test Check	Demand The NSS has reported that feedback is still an area where students feel there is a great deal of work to be done. Satisfaction in this area is routinely the lowest score in all schools.		
	Design Students will be involved in the design of schemes to be implemented by the University to deliver examination feedback to students.		
	Delivery Case studies from students will be included in reports.		
Success Criteria	More detailed exam feedback will be given to students		
Direct Resource Costs Staff time Cost of producing report		Indirect costs (ie others' budgets) Communication	

Key Central Services Implications	
Start Date September 2014	Completion Date June 2015

Postgraduate and International Fees		Budget Pot: Education & Engagement	
Lead Officer Liam McCafferty and Yinbo Yu		Lead Staff Member David Messling	
Sponsor Senior Manager Jo Spiro			
Which Department (if appropriate) Education and Engagement			
Background (including what change the project is intended to bring about or what the project will achieve)	Postgraduates and international students have faced the worst of the recent changes to Higher Education. At present there is no national cap on Postgraduate fees and for International Students, the cost of their course can vary year on year for its duration. This means that Postgraduates face rising fees with no national student loan system and international students are threatened with an increase in costs from one year to the next. We are therefore calling for UEA to introduce a cap on Postgraduate fees and a fixed fee guarantee that ensures international students pay the same rate for the duration of their course.		
Impacts on students	The potential impact on students of securing success in this campaign is huge: providing both groups with certainty and fairness in terms of the fees they pay to UEA.		
Outputs & Deliverable Actions (Inputs)	Research into the breadth and depth of the issues will take place to inform policy on the aims of the campaign which will go to the first council of the year. The end point of the campaign is current a report to the University, compiled after a great deal of consultation with our membership, however this may have to be revised if the report does not have the impact we hope for.		
Member Benefit Test Check	Demand Variable fees, year on year have been a regularly raised issue with the SU in the past. Is it envisaged that the research element of this campaign will lead to more hard evidence to support the demand for this campaign.		
	Design A campaign team of 30 students will lead the campaign and develop the movement of the campaign post research.		
	Delivery The 30 campaign leaders will lead on the delivery with staff and Officer support. Students have signed up on the website to be involved in the campaign across the year.		
Success Criteria	Win a cap on Postgraduate Fees Win a fixed fee guarantee for international students		
Direct Resource Costs <ul style="list-style-type: none"> • Production of campaign materials • Production costs of report 		Indirect costs (ie others' budgets) Venue costs for events	

<ul style="list-style-type: none"> • Staff time 	<p>Design work will be undertaken to promote activity</p> <p>Communications department in promoting events and campaign</p>
<p>Key Central Services Implications</p>	
<p>Start Date September 2014</p>	<p>Completion Date June 2015</p>

House Hunting - Myth Busting video		Budget Pot: Housing	
Lead Officer Holly with Chris	Lead Staff Member Lucy Scott		Sponsor Senior Manager Jo Spiro
Which Department (if appropriate) Advice			
Background (including what change the project is intended to bring about or what the project will achieve)	<p>The Union has consistently run a 'Don't Rush Don't Panic' campaign in an attempt to getting students to not rush into choosing a house for the following year but many don't believe 'The Don't Rush Don't Panic' message. The Advice Centre has evidence that when students sign up for a property early i.e. before January they often want to get out of the tenancy or have a difficult time living in the property for the duration of the tenancy.</p> <p>The video is intended to convey the truth about when you need to look for housing in Norwich and supply and demand myths</p>		
Impacts on students	<p>Students will not rush to sign a tenancy; they will take more time to choose housemates and houses.</p> <p>Students will be less stressed when house hunting.</p> <p>Fewer Students will want to break their tenancies</p> <p>Fewer students will be affected by the consequences of living in a house with housemates they don't like (failing, intercalating, needing an ALF payment to cover double rent)</p>		
Outputs & Deliverable Actions (Inputs)	<p>A new video will be produced which will be promoted alongside Housing info stalls.</p> <p>Regular tweets to ensure that students know about it during Nov, Dec and Jan, Feb.</p>		
Member Benefit Test Check	Students regularly feedback in the annual housing survey that they got a house early as they didn't think any would be left		
	Advice cases		
	Students asking how to go about house hunting in October		
	Students will be part of the design brief, we can advertise on website for anyone interested to be part of it.		
	Students will be in the video – their anecdotes both positive and negative will form the content.		
Success Criteria	<p>Measure hits on webpage</p> <p>Survey feedback – we will continue to ask: when did you start looking for somewhere to live</p>		
Direct Resource Costs		Indirect costs (ie others' budgets)	
Specific money to be expended on this		Others' time and money to be expended on this (ie comms, events)	
Making a video		Comms, UEA TV production costs	

Key Central Services Implications

Are there any implications on any of the shared services, like reception, design etc? Include timings issues here

Start Date October 2014

Completion Date by mid Nov

Deposit Protection Campaign	
Lead Officer Holly	Lead Staff Member Lucy Scott
Which Department (if appropriate) Advice /Student Support	
Background (including what change the project is intended to bring about or what the project will achieve)	<p>Deposit protection has been mandatory for several years but Shelter and NUS have identified that many landlords do not protect deposits and this results in tenants losing thousands of pounds.</p> <p>We have run previous campaigns to raise awareness and it would support our strategy to ensure that students are informed about their housing rights.</p>
Impacts on students	<p>Students will understand their rights and that they have the power to take a landlord to court if their deposit is not protected.</p> <p>They will not lose any money if their landlord has any legitimate deductions to make.</p>
Outputs & Deliverable Actions (Inputs)	<p>Poster campaign, alongside Housing info stalls Nov 2014.</p> <p>Separate to the housing info poster that is produced to explain events for students who are househunting. This leaflet is aimed at existing tenants.</p> <p>Can include the question “ Do you know which scheme your deposit is protected in “, in annual housing survey in March</p>
Member Benefit Test Check	NUS national stats and info
	Street law- they are already involved in assisting with housing info
	Street law- they are already involved in assisting with housing info

Success Criteria	Feedback – Yes my deposit is protected No my deposit is not protected Advice appointments
Direct Resource Costs Specific money to be expended on this Posters/flyers	
Key Central Services Implications Are there any implications on any of the shared services, like reception, design etc? Include <u>timings</u> issues here	
Start Date Nov 2014 and with survey March 2015	

Equality and Diversity	
Lead Officer Holly Staynor	Lead Staff Member Louise Goux-Wirth
Which Department (if appropriate) Advocacy - Advice	
Background (including what change the project is intended to bring about or what the project will achieve)	<ul style="list-style-type: none"> • Union of UEA has recently gone through a restructure which has included a focus on equality and diversity. In light of this, we want our staff, part time officers, and union leaders to have a greater understanding of equality. • Policy submitted Union Policy – "Equal Opportunities : From Myth to Reality" – passed 20th March 2014
Impacts on students	<ul style="list-style-type: none"> • Staff and Union leaders having greater understanding of equality will result in better quality services for students • Increase student participation in the union
Outputs & Deliverable Actions (Inputs)	<ul style="list-style-type: none"> • Equality Training for Sports & Societies <ul style="list-style-type: none"> - Training request with aims to improve understanding of equality to committee members, and support them with pledge action plan of 'change one thing' • Equality Training for Bar and Shop staff • Equality Training for part time Union officers • Supporting and campaigning on issues relating to equality and diversity, reflecting the aims and objectives of the Liberation Officers
Member Benefit Test Check	Demand <ul style="list-style-type: none"> • Higher student engagement from a diverse range of community and cultures, means we need to be a Union that reflects this • Union of UEA to be seen as a representative body; reflecting our visions and values on equality.
	Design <ul style="list-style-type: none"> • Minor design aspect required for training aspect of this project • Marketing strategy for equality campaigns • Acting on Union Policy – "Equal Opportunities : From Myth to Reality" – passed 20th March 2014
	Delivery <ul style="list-style-type: none"> • Support from Human Resources of the Union for staff training • Support from CEO for strategic plan with input from different departments
Success Criteria	<ul style="list-style-type: none"> • Liberation Officers feeling empowered to lead and champion campaigns • Increase in student led campaigns in relation to equality and diversity • Supporting students at UEA to campaign for their liberation
Direct Resource Costs	

Specific money to be expended on this

Key Central Services Implications
Are there any implications on any of the shared services, like reception, design etc? Include timings issues here

- Equality Training to Sports & Societies committees delivered across Saturday 20th September – Sunday 21st September

Start Date
September 2014

Student Led Teaching Awards	
Lead Officer Connor Rand	Lead Staff Member Juliette Cule
Which Department (if appropriate) Education and Engagement Unit	
Background (including what change the project is intended to bring about or what the project will achieve)	Student Led Teaching Awards take place across more unions and are supported by NUS grants and support. UEA has various awards but none of them are student led or focus on positive University teaching/
Impacts on students	Identify student preference in teaching styles Encourage students to think critically in their education Build a closer relationship between students, the Union and academic staff
Outputs & Deliverable Actions (Inputs)	<ul style="list-style-type: none"> - Cross-campus nomination for staff in an array of categories - Awards given at an awards event - Report on outcomes and identified areas of good practice at the end of the year - Data collected through this process will be cross referenced and compared with other data sets used by the Union (NSS, Annual Student Survey, Advice data, etc.)
Member Benefit Test Check	Demand NSS scores have shown variation in quality of teaching – we will grow demand for awards through a good pilot year.
	Design Students will design categories and the awards night
	Delivery Students will be involved in nominating and shortlisting staff and delivering the awards night, as well as working with the Education and Engagements Unit on creating a report to be disseminated across campus after the event.
Success Criteria	500 students will nominate at least one staff member for an award An awards ceremony will take place with 150 attendees The Teaching Awards report will be produced by the end of the year
Direct Resource Costs Awards night Awards Printing of report	

Key Central Services Implications

Are there any implications on any of the shared services, like reception, design etc? Include timings issues here

Design of awards

Events support

Start Date 04/08/2014

Mental Health Campaign		Budget Pot: Liberation, Equality & Diversity	
Lead Officer Holy Staynor		Lead Staff Member Louise Goux-Wirth	Sponsor Senior Manager Lucy Scott
Which Department (if appropriate) Advocacy - Advice			
Background (including what change the project is intended to bring about or what the project will achieve)	<ul style="list-style-type: none"> • Increase education around mental health. • Better understanding of mental health reduces stigma and discrimination • Improves attitudes • Encourage peer to peer support (students are more likely to talk to friends than speak to professionals) – advice needs to be given on how to “look after your mate” 		
Impacts on students	<ul style="list-style-type: none"> • Increase awareness of services at UEA available for students • Research study carried out to identify student experience around mental health, and what they would like the University / Union to do to improve services • Research study will form an evidence based tool to lobby for better services at the university • Focus questions on LGBT / BME and international students (higher rate of anxiety and depression) • Research to look into provisions in halls of residents / personal tutors 		
Outputs & Deliverable Actions (Inputs)	<ul style="list-style-type: none"> • Branded tea / coffee cups in the bar • Mental health survey – outcome research recommendations • Video series of student case studies • Time To Talk Day – Feb 5th 2015 • Tea and Cake event (British Bake Off style) (The Great UEA Bake Off) (For Mind) • Sports & mental health – case studies on how sport has helped students manage their mental health • Union of UEA Bar Staff training on mental health • Find Mike Film screening • Human library (individuals with lived experience of mental act like human library for people to have clearer understanding of mental health – avoiding stigma and preconceptions) 		

Member Benefit Test Check	Demand <ul style="list-style-type: none"> • Last year, May 1st, Union of UEA signed the Time To Change pledge. The pledge was signed by the Community and Students Rights Officer and the Chief Executive of the union, signing the pledge highlights our commitment to end mental health stigma amongst student and staff in the union. This marked the start of an exciting journey for the Student Union and Peer Support Groups. • “The union will continue to lobby the university to take the same public stance in signing the Time to Change pledge to end mental health discrimination, during the event the Community and Student Right Officer noted that it is important that the university signs the pledge “not because the union think they should but because it is the right thing to do; if we work together, we can turn our campus into a safe space in which students, staff and officers are able to speak openly about their mental health, with the expectation that they will be listened to and supported” • Research from Time To Change shows that 1 in 4 people suffer from mental health at one point in their lives
	Design – How have you involved students in the design of this work? <ul style="list-style-type: none"> • Student submitting cakes for the UEA Great British Bake Off – Uploaded on Union website (hashtag) • Students to film and edit the video case studies • Poster design for UEA Great British Bake Off
	Delivery <ul style="list-style-type: none"> • UEA Great British Bake Off (student led) • Student to champion campaigns once launched • Working with UUEA Chronic for publicity and reach out to students
Success Criteria	<ul style="list-style-type: none"> • Student numbers of UEA Great British Bake Off • Student pledges • Views on student case studies videos • Responses to survey
Direct resource costs Specific money to be expected on this <ul style="list-style-type: none"> • Printing posters for The Great UEA Bake Off, to include decorative balloons, etc • Training for Union of UEA staff on mental health 	Indirect cost (ie budgets) Others time and money to be expended on this this (ie comms, events) Staff Support <ul style="list-style-type: none"> • UUEA Welfare Officer • UUEA Liberation, Diversity and Welfare Coordinator • UUEA Design & Marketing Coordinator • UUEA Campaigns Officer • UUEA Communications Coordinator • UUEA Research, Policy and Projects Coordinator Partnership support: <ul style="list-style-type: none"> • UEA Dean of Students • UUEA Chronic • Mind Charity

	<ul style="list-style-type: none"> • Time To Change
<p>Key central services implications Are there any implications of any of the shared services, like reception, design, etc. Include timings issues here</p> <ul style="list-style-type: none"> • Design of landing campaign page on the website • Staff time for undergoing mental health training • 	
<p>Start Date September 2014</p>	<p>Completion Date End of November 2014 (to include launch and collating data from research piece)</p>

Sexual Harassment Campaign		Budget Pot: SOC Projects	
Lead Officer Holly Staynor	Lead Staff Member Louise Goux-Wirth	Sponsor Senior Manager Lucy Scott	
Which Department (if appropriate) Advocacy - Advice			
Background (including what change the project is intended to bring about or what the project will achieve)	Insert background and context to the work here Students brought the campaign up last year, backed up with Union policy, with a list of <ul style="list-style-type: none"> • Myth buster campaign <ul style="list-style-type: none"> - Challenging taboos - Men can be victims of rape to - What is abuse - When should I report it? • UEA's Policy Statement and Guidelines on Bullying, Harassment and Abuse, Assault and Stalking and the use of Social Media, Norfolk Police, UUEA Advice Centre • Supporting a friend <ul style="list-style-type: none"> - Knowing the signs - Know your rights - What can you do - Keeping yourself safe - Where to go for help 		
Impacts on students	Make clear the potential impacts that the work will have here <ul style="list-style-type: none"> • Reach of [...] students via UUEA emails • Students know their rights / where to seek help • Measure website clicks • Measure pledges THE ELEMENTS <ul style="list-style-type: none"> • Relevance Tell a story. What is happening now? • Cause Contribute to a cause. • Popular issue Geek out on a popular or niche topic. • Competition Host a competition. • Stats, stats, stats Infographics, shareable data, etc. 		

	<ul style="list-style-type: none"> ● Content ● Partnerships ● Targeting someone or something ● Creativity and innovation ● Related fields Branch out into something related.
Outputs & Deliverable Actions (Inputs)	<p>Make clear what will be produced or run here ; Make clear the key things that will need to be done to ensure their production or running</p> <ul style="list-style-type: none"> ● Training for UEA Senior Residents (measurable through numbers of individuals trained) ● Pledge agreement from UEA Senior Residents of reporting sexual assault & harassment <ul style="list-style-type: none"> - <i>UUEA believes that very student at UEA has the right to live in a community free from sexual harassment. If you or your friend experiences it, report it.</i> ● Work with UUEA Undergraduate + Postgraduate Officer on ensuring lecturers that UUEA is launching the campaign. <ul style="list-style-type: none"> - <i>UUEA believes that very student at UEA has the right to study free from sexual harassment. If you or your friend experiences it, report it.</i> ● Work with UEA Sports Park <ul style="list-style-type: none"> - <i>UEA believes that every student has the right to play sport free from sexual harassment. If you or your friend experience it. Report it.</i> ● Streamline the advice given to students across from both UUEA and UEA. ● Create an inclusive campaign (liberation, international students, LGBTQ (inc trans), disabled students, mature students, students of faith) ● Train UUEA Security & Bar staff in reporting sexual harassment <ul style="list-style-type: none"> - Work with Chloe Alexander (Head of Operations) - Deliver training to ALL staff - Include in inductions of staff - Include notices in Bar staff rooms - Include notices in ALL bar toilets "UUEA believes that change starts with us. We have trained our staffs to deal with incidents of sexual harassment. If you or your friends experience it, report it." - Clear disciplinary actions for individuals who don't abide by UUEA Zero Tolerance ● Work with local nightclubs <ul style="list-style-type: none"> - Ensuring students are safe in the city - "Have a safe night out" ● UEA Facilities / UEA Security – Ensuring campus is well lit at night ● UEA Taxi ranks – Ensuring recommended numbers are given so students get home safely

	<ul style="list-style-type: none"> • Chalk drawings about UEA promoting the campaign <ul style="list-style-type: none"> - Pathways entrances - Bike storage - Outside shop - Outside Bar • Project campaign logo onto wall during event (Batman style) <ul style="list-style-type: none"> - Building Projection and 3D Video Mapping http://arcstreamav.com/solutions/building-projection-and-3d-video-mapping • Social Media / Marketing <ul style="list-style-type: none"> - The secret to viral marketing: http://moz.com/blog/the-secret-recipe-for-viral-content-marketing-success - Dedicated twitter hashtag : Join the conversation - Dedicated webpage to include: <ul style="list-style-type: none"> + Background of the campaign: why it matters to the Union + Why it matters to the University + Why it matters to the local community + What we're doing to take SH seriously + What students can do + Report Now button (inc. what happens to reported incidents) + Norwich clubs and bars: Have a safe night out 	
Member Benefit Test Check	Demand Meeting held on 25/6/14 between students & Welfare Officer highlighted a need for UUEAS to run a sexual assault	
	Design <ul style="list-style-type: none"> • Initial project came from student request • Student input throughout the project plan delivery. • Project outline and desired delivered were thought through with active involvement with students 	
	Delivery This project was instigated by a group of students, and UUEAS would like to continue this. UUEAS will provide support and guidance, encouraging the students to be the driving force in both the planning and the delivery of the campaign	

Success Criteria	How will we know if this has been successful? <ul style="list-style-type: none"> • Total number of staff trained • Quality of training measured through training feedback • Student feedback • Website visits to dedicated landing page for the campaign • Tweets and interactions of the campaign
Direct Resource Costs Specific money to be expended on this Finance: <ul style="list-style-type: none"> • Printing of posters • Printing of flyers / leaflets • Stickers to hand out on nights out in the Union / date time • T-shirt printing for volunteers • Chalk • Training resources (for bar staff) • Training packs for venue staff + senior residents 	Indirect costs (ie others' budgets) Others' time and money to be expended on this (ie comms, events) Staff support: <ul style="list-style-type: none"> • UUEA Welfare Officer • UUEA Liberation, Diversity and Welfare Coordinator • UUEA Design & Marketing Coordinator • UUEA Campaigns Officer • UUEA Communications Coordinator • UUEA Research, Policy and Projects Coordinator • UUEA Deputy Chief Exec • UUEA Human Resources Partnership support: <ul style="list-style-type: none"> • Norwich / Norfolk Constabulary Police – Useful video campaign “Look What You Did” https://www.youtube.com/watch?v=jjVlgtMixAo#t=163 • UUEA students • UUEA Dean of Students • The Harbour Centre http://www.theharbourcentre.co.uk/ • Norwich “Good Night Out” • UUEA Teaching Hubs – (academic support for students) – concern that staff in Academic Hub aren't trained in dealing and recognising victims of sexual assault • UUEA Senior Residents (often first point of call for students) • Resources: <ul style="list-style-type: none"> • It Happens Here http://www.ihmidd.org/ • 1 is 2 Many – White House campaign http://www.whitehouse.gov/1is2many • Rape Crisis http://www.rapecrisis.org.uk/ • Night Line • This Is Abuse http://thisisabuse.direct.gov.uk/faq/view/6/worried-about-abuse • Suffolk Rape Crisis http://www.suffolkrapecrisis.org.uk/ • Oxford Uni : http://ithappenshereoxford.wordpress.com/

	<ul style="list-style-type: none"> • Campaign To End Sexual Harassment on Campus : http://www.youtube.com/watch?v=C_8QgL3kAMQ
Key Central Services Implications Are there any implications on any of the shared services, like reception, design etc? Include <u>timings</u> issues here	
<ul style="list-style-type: none"> • Timings of this campaign hasn't fully been set with deadlines. 	
Start Date September 2014	Completion Date Ongoing follow up

- UEA Senior Residents
 - UUEA to write training briefing for Senior Residents
 - Liase with UEA Dean of Students to find out when Senior Residents Training is

UUEA believes that very student at UEA has the right to study free from sexual harassment.

If you or your friend experiences it, report it.

UUEA believes that change starts with us.

We have trained our staffs to deal with incidents of sexual harassment.

If you or your friends experience it, report it.

UUEA believes that very student at UEA has the right to live in a community free from sexual harassment.

If you or your friend experiences it, report it.



HOW ARE YOU TODAY SEXY?

Sexual harassment.
Know where the line is.



THAT DRESS WAS MADE FOR YOU AND YOUR 36DD'S

Sexual harassment.
Know where the line is.



Just because she's drunk, doesn't mean she wants to f**k.

sex without consent = sexual assault

DON'T BE THAT GUY.

sexualassaultvoices.com

Black History Month		Budget Pot: Liberation, Equality & Diversity	
Lead Officer Holly Staynor	Lead Staff Member Louise Goux-Wirth	Sponsor Senior Manager Lucy Scott	
Which Department (if appropriate) Advocacy - Advice			
Background (including what change the project is intended to bring about or what the project will achieve)	African Caribbean Society approached UUEASSS wanting to host a variety of events to celebrate Black History Month. BHM happens every October. UUEAS wants to lead on campaigns that reflects the diversity of the student body, and encompasses student ideas.		
Impacts on students	The aim is to increase participation of black students in the Union, and show that UUEAS puts diversity and equality at the forefront.		
Outputs & Deliverable Actions (Inputs)	<p>Wednesday 1st October – Black History Month banner making / #IAMUEA (photo campaign inspired by I Am Harvard campaign)</p> <p>Thurs 2nd Oct, Hive 5pm-9pm : Meet, Eat and Greet</p> <p>Saturday 4th Oct - BBQ Sports Day</p> <p>Thursday 9th Oct The Great Debate Lecture Theatre 1 6pm-9pm The Great Debate Tour is the first, national debate forum for thought provoking discussion targeting Black students in the UK, debating issues surrounding employment, crime, discrimination, racial equality and education. The event format facilitates a discussion style debate with 5 guest panelists using various stimuli to generate dialogue and interact with the audience. Held during Black History Month as a celebration of African and Caribbean heritage, The Great Debate tour offers students an opportunity to interact with influential figures from a diverse range of backgrounds and professions</p> <p>Tuesday 14th Oct - Mississippi Burning (Film)</p> <p>Tuesday 21st Oct Blue Bar 5-9pm BHS Showcase – (potential date for artist)</p> <p>Tuesday 28th Oct - 12 Years a Slave</p> <p>Thurs 30th Oct, Hive, 5-11pm - Rep Your Country</p> <p>Other:</p> <ul style="list-style-type: none"> • Video to include the BME Officer, introducing why BHM is important Photo campaign inspired by I AM HARVARD – Renamed I AM UEA – Challenging perception of BME students at UEA - Would require purchasing approx. 10 large whiteboards - Small group of student volunteers to go around campus - Photography student to take the photos >> accessed through picture store of all clubs and socs names <p>UUEAS / UEA Marketing that it's Black History Month</p> <ul style="list-style-type: none"> - UEA / UUEAS about email send out about BHM – Introducing BME Officer + importance of BHM "BHM means to me..." 		

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Member Benefit Test Check	Students will see that the Union champions Black History Month
	Partnership with African Caribbean Society
	Opportunity to raise money for African Caribbean Leukaemia Trust http://www.act.org/
Success Criteria	<ul style="list-style-type: none"> • Feedback from students • Event with artists to run smoothly • Students awareness of the Union championing Black History Month • Number of students involved with #IAMUEA • Ticket sells for African Caribbean Leukaemia Trust fundraiser • Number turnout for The Great Debate • Student feedback
Direct Resource Costs Specific money to be expended on this NB: A proposal of artists were given to the African Caribbean Society, and they responded with a preference of having Kwabs to perform, as it would attract the most interest from students. Current option of dates are as follows: <ul style="list-style-type: none"> • 2nd October • 21st October • 30th October These tie in event for the African Caribbean Society events Artist: Kwabs - http://www.youtube.com/user/kwabsmusic Agent: Echo Location Talent Agency – Hannah – hannah@echolocationtalent.com	Indirect costs (i.e. others' budgets) Others' time and money to be expended on this (ie Comms, events) <ul style="list-style-type: none"> • Marketing • Bars + venues • Waterfront staff • UUEAS Ticket Office Staff support: <ul style="list-style-type: none"> • UUEAS Welfare Officer • UUEAS Liberation, Diversity and Welfare Coordinator • UUEAS Design & Marketing Coordinator • UUEAS Campaigns Officer • UUEAS Communications Coordinator

Cost: £4K	
<p>Key Central Services Implications</p> <p>Are there any implications on any of the shared services, like reception, design etc? Include <u>timings</u> issues here</p> <ul style="list-style-type: none"> • Messages to be send out via UUEASS social media prior to the events • Ticket Office for fundraiser event <p>NB: Timings haven't all been set as of yet, regarding artist booking as confirming date availabilities but updates will be given asap.</p> <p>The Great Debate event is currently being finalised, and rooms booked. Advertising will be done through the Union</p>	
Start Date 1st October	Completion Date End of October

Black History Month		Budget Pot: Liberation, Equality & Diversity	
Lead Officer Holly Staynor		Lead Staff Member Louise Goux-Wirth	
Which Department (if appropriate) Advocacy - Advice		Sponsor Senior Manager Lucy Scott	
Background (including what change the project is intended to bring about or what the project will achieve)	African Caribbean Society approached UUEASSS wanting to host a variety of events to celebrate Black History Month. BHM happens every October. UUEAS wants to lead on campaigns that reflects the diversity of the student body, and encompasses student ideas.		
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Cost: £4K	
<p>Key Central Services Implications</p> <p>Are there any implications on any of the shared services, like reception, design etc? Include <u>timings</u> issues here</p> <ul style="list-style-type: none"> • Messages to be send out via UUEASS social media prior to the events • Ticket Office for fundraiser event <p>NB: Timings haven't all been set as of yet, regarding artist booking as confirming date availabilities but updates will be given asap.</p> <p>The Great Debate event is currently being finalised, and rooms booked. Advertising will be done through the Union</p>	
Start Date 1st October	Completion Date End of October

Union Councillor Training	
Lead Officer Chris Jarvis	Lead Staff Member Tony Moore
Which Department (if appropriate) Education and Engagement	
Background (including what change the project is intended to bring about or what the project will achieve)	The intention is that as many Councillors will receive training as possible and that specialist training will be available for any Councillors who wish to develop their skills.
Impacts on students	Councillors will benefit by gaining an enhanced skills set and a better understanding of how meetings work and of their role as representatives. All students will benefit by being better represented on Council.
Outputs & Deliverable Actions (Inputs)	A session will take place for all current Union Councillors before the first Union Council.
Member Benefit Test Check	Demand Union Council is not accessible to the non engaged membership and Councillors are not necessarily known their constituents. Whilst there is no data to support the need to develop councillors the lack of elections for positions on council (due to few nominations) shows it is not embedded as a way for the wider membership to get involved in their Union.
	Design Councillors from last year will be asked for their key development needs and these will be incorporated into the training.
	Delivery Council Chair training sessions will be developed with the previous year's Chair It is foreseen that in future experienced Union Councillors will help to deliver this training
Success Criteria	Union Councillors will report that they are more equipped to represent others and are more confident in their role. As other members become more aware of Council due to better councillors promoting their work, there will be more contested Council places.
Direct Resource Costs Training materials	

Key Central Services Implications
Are there any implications on any of the shared services, like reception, design etc? Include timings issues here
This training will need to take place in advance of the first Union Council and will have rooming considerations.

Start Date September 2014

The role of rep organisers/faculty convenors	
Lead Officer Connor Rand and Liam Mccafferty	Lead Staff Member Juliette Cule
Which Department (if appropriate) Education and Engagement Unit	
Background (including what change the project is intended to bring about or what the project will achieve)	Faculty Convenors have existed at UEA for some time, providing support for the Reps within their faculties and sitting on LTQCs. Rep organisers have been introduced this year to support the Education Officers and faculty convenors, as well as coordinating students in their schools. Both roles are not fully defined and the way that they interact with each other is not made clear and will have to be developed over the course of the year.
Impacts on students	The rep scheme will be more organised and cohesive with a team of well-equipped reps who can help with organisation and bringing reps together. This will make the scheme more transparent for students to communicate with their representatives and get involved in coordinating educational change.
Outputs & Deliverable Actions (Inputs)	<ul style="list-style-type: none"> - Fortnightly meetings between Faculty Reps, Rep Organisers and the Education and Engagement Unit to facilitate projects and initiatives and share cross-campus issues - Briefings for Faculty Convenors before LTQCs, debriefs after. - Termly 1-2-1s Between Faculty Convenors/Rep Organisers and the Educational Change Coordinator - Termly reports from Faculty Convenors on issues/positive changes in their faculties - End of year report from Educational Change Coordinator with recommendations for next year
Member Benefit Test Check	Demand 1-2-1s between Faculty Organisers and Educational Change Coordinators – keen for more chances to meet and work together Steer from officers
	Design Students will be driving the work – we will be providing them with the framework to meet
	Delivery Rep Organisers and Faculty Convenors will be producing reports
Success Criteria	How will we know if this has been successful? <ul style="list-style-type: none"> - End of year report will identify key successes for each faculty - 80% of rep organisers and faculty convenors will report a positive experience over the year - 60% of reps will say their faculty convenor has had a positive impact on their role - Roles of Faculty Convenors and Rep Organisers will be redefined at the end of the year to give clearer guidance to the next set to take post in September 2015 (including whether they should be elected if taking on Representative roles)
Direct Resource Costs	

Hoodies for Faculty Convenors/Rep organisers
Refreshments for meetings

Key Central Services Implications
Are there any implications on any of the shared services, like reception, design etc? Include timings issues here
Space in the Hive for weekly meetings

Start Date 04/08/2014

Accessibility of good quality information on Governance	
Lead Officer Chris Jarvis	Lead Staff Member Tony Moore
Which Department (if appropriate) Education and Engagement Unit	
Background (including what change the project is intended to bring about or what the project will achieve)	To address the lack of understanding by ordinary members of how the Union is governed. This will involve a review of the way that information on governance is presented on our website and publicity material. We should look at commissioning an organogram from external experts to make our governance structure easily understandable to members.
Impacts on students	Greater understanding of how their Union runs, of how they can become involved in governance and of how they have their say in decisions that affect their Union and their student experience. There will also be more scrutiny and accountability of decision makers.
Outputs & Deliverable Actions (Inputs)	More information will be accessible online for members Students will report more understanding of the Union decision making process Officers will be more accountable
Member Benefit Test Check	Survey data has shown that members do not have a clear understanding of how decisions are made and why they are made. Policy from Council is also used as a way to hold people accountable where this is not ideal. Students and Councillors will be asked to feed back on what information is currently absent This will be explored in future whereby DPC will take a much more active role however, currently staff will undertake most of this work.
Success Criteria	Students will report an increased understanding of organisational Governance in the Annual Student Survey The role of DPC will be further developed and made clearer
Direct Resource Costs Specific money to be expended on this Design of governance structure diagram	
Key Central Services Implications Are there any implications on any of the shared services, like reception, design etc? Include <u>timings</u> issues here	

Start Date September 2014

Advice Service Research and Reporting Framework	
Lead Officer Holly Staynor (TBC)	Lead Staff Member David Messling
Which Department (if appropriate) Education and Engagement / Advice	
Background (including what change the project is intended to bring about or what the project will achieve)	The Union's Advice Service sees hundreds of cases each year and comes into contact with problems across the student body. This framework is intended to harness advice expertise and casework examples to inform policy. It will also help the Union as a whole to understand better the role of the Advice Service, and key issues relating to student welfare. The aim is to have a framework which enables themes emerging in casework to shape policy, and for campaigns to be able to draw on Advice data, potentially including anonymised casework examples.
Impacts on students	The work will ensure recurring student issues (e.g. mental health, fit to sit, exam appeals) to inform policy. This will mean that the Union tackles the root causes of the student issues which the Advice Service encounters on a daily basis. Access to Advice data will also strengthen Union campaigns by helping to focus them directly on problems students are facing, by adding a powerful evidence base to back up Officer's arguments, and by providing stories to illustrate issues.
Outputs & Deliverable Actions (Inputs)	<ul style="list-style-type: none"> • Production of an Advice Service Annual Report including headline data and key casework themes. • Twice termly meetings of the Advice and Education Teams. • Creation of a structure to enable Education to access Advice Service data for research (either direct access to system, or via Advice Service contact). • Inclusion of Advice Service data and examples in priority campaigns. • Creation of a series of topic flags for Advice Pro, to enable collection of data on particular issues related to other areas of Union work (i.e. Campaigns)
Member Benefit Test Check	<p>Advice Service Annual Reports are a common feature across SUs. Students daily walk into the Advice Service seeking solution for problems on a personal level. The Education and Engagement team find the same problems arising in student opinion data and first-hand from student reps. Coordination will ensure that both symptoms and root causes are addressed.</p> <p>Student Officers will determine, in consultation with staff, the topic flags for Advice Pro.</p> <p>Student Officers will be involved in setting the agenda for Advice and Education meetings. Casework data and stories come from students. If appropriate, student stories may become case studies – this will involve the student working closely with staff to help tell their story and illustrate an issue,</p>
Success Criteria	<ul style="list-style-type: none"> • An Advice Service Annual Report for 2014/15 will be produced and circulated to the University. • A full year of Advice and Education meetings will take place. If successful, they will continue into 2015/16 – if not, they will be revised. • Every priority campaign will include Advice Service statistics as part of their evidence base. • Every priority campaign will include at least one case studies from the Advice Service. • Flags will be created for Advice Service Pro, and resulting data will be used in campaigns.
Direct Resource Costs None	

Key Central Services Implications

Are there any implications on any of the shared services, like reception, design etc? Include timings issues here

The project will involve sensitive treatment of student data – care will need to be taken to protect casework and adhere to Data Protection legislation.

Start Date 15/09/2014

Student Experience Report	
Lead Officer Connor Rand	Lead Staff Member David Messling
Which Department (if appropriate) Education and Engagement	
Background (including what change the project is intended to bring about or what the project will achieve)	<p>The Union has produced the Student Experience Report (SER) for a number of years. It is based primarily on NSS data, but also highlights various other issues the Union feels of concern to the student body. The Report has, in previous years, been submitted to the University's Student Experience Committee, who have produced recorded responses to each of its recommendations.</p> <p>This year's report will be much more closely focused on the NSS – it will pick out, at a University level, issues of concern from the NSS data, particularly those which have not had sufficient focus in the University's own NSS analysis. The Report may not keep the SER name, since the NSS does not cover all aspects of the student experience and only includes final year UG students. It will aim to effect change in a few NSS-focused area – for instance, the Arts Hub. The Report also aims to provide a benchmark for next year's NSS, enabling the Union to hold the University to account, and aid continuity in the Union's own policy.</p>
Impacts on students	<ul style="list-style-type: none"> • Demonstrates to student reps, and members in general, the key NSS issues – encouraging engagement with Union campaigns linked to NSS issues. • Aims to effect changes in key areas of student dissatisfaction.
Outputs & Deliverable Actions (Inputs)	<ul style="list-style-type: none"> • Data analysis (mostly already done): The 2014 NSS is analysed to identify the key student issues. • Selection for the Report: Officers, with support from DM, determine the key issues for response to the University. • Story building: Follow up with NSS comments and, where possible, direct student input to 'flesh out' issues and identify possible recommendations. • Recommendations: Officers approve the suggested recommendations for each policy area. • Publication: The Report is created and published, before being submitted to the University.
Member Benefit Test Check	<p>UEA's own analysis of the NSS is very data-led, and leaves little space for student stories and direct input. This report chooses a few aspects of the NSS and tells the student story: the problems facing Nursing students, or the extreme frustrations of the Arts Hub. These issues are recurrent themes in annual NSS and work that can effectively solve them will be of direct benefit to a large number of students.</p> <p>Feedback from student reps on the school level NSS briefings will help shape the design and production of the report. Student stories will also illustrate each issue and recommendation.</p> <p>If possible, student champions will be identified for each issue. These will be students with direct experience of the issue, who are happy to tell their story to the University in person.</p>
Success Criteria	<ul style="list-style-type: none"> • Production and submission of the report. • Action by the University on each of the recommendations made. • Improvement in NSS score for the issues identified.
Direct Resource Costs Production costs of printing the report	

Key Central Services Implications
Design work from Communication department

Start Date 15/9/14

Partnership Agreement on Representation	
Lead Officer: Connor Rand/Liam McCafferty	Lead Staff Member: Josh Clare
Which Department (if appropriate) Education and Engagement	
Background (including what change the project is intended to bring about or what the project will achieve)	This project intends to make clear the relationship between the institution, Students' Union and students in regard to student representation. When completed there will be a documents which sets out the role of all parties and how we will work together in partnership to improve the current system for student representation at UEA. Within the document a clear definition will be given of the various types of representation (i.e. School level reps, sabbatical officers, etc.) and where it is appropriate to have input from these different parties.
Impacts on students	Students will have a clear understanding of what they can expect from student representation at UEA in terms of quality and how it is practically carried out.
Outputs & Deliverable Actions (Inputs)	Using the pre-existing code of practise review group we will build a group of key stakeholders to act as the body who lead the project. There will need to be a large amount of consultation with all stakeholders who are represented on this group to ensure there is the necessary buy in from all parties. The group will be retained to ensure future review and evaluation takes place.
Member Benefit Test Check	Demand There is a lack of understanding as to how students can get involved in the Representation system and varying quality across the institution. Whilst there is a code of practise review this is technocratic, not accessible to students and doesn't spell out the ethos.
	Design Large scale consultation through surveys, items on SSLC agendas, focus groups (pre-existing in code of practise review), development training sessions on the theme of "reimagining representation"
	Delivery Existing Representatives will be involved managing the consultation period and
Success Criteria	Partnership agreement is produced and adopted by all parties. Implementation is likely to take longer than the initial project due to necessary change of culture.

Direct Resource Costs Consultation with membership Consultation with University staff Printing costs of finished document

Key Central Services Implications Design and printing of final document will have to take place in the summer 2015 to ensure that it is fully communicated to all University staff over the summer period.
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Start Date January 2015

General Election Engagement	
Lead Officer Chris Jarvis	Lead Staff Member Josh Clare
Which Department (if appropriate) Cross departmental	
Background (including what change the project is intended to bring about or what the project will achieve)	2015 is a general election year unlike those in the past. Previously students living on campus would have been block registered to vote meaning that election strategies only needed to focus on encourage student to turn out and those in off campus accommodation to register their households. This year individual registration is required which presents a new set of problems.
Impacts on students	Students will understand the importance of turning out in this election Students will better understand how they can have a clearer, more powerful voice in Parliament.
Outputs & Deliverable Actions (Inputs)	A number of events will take place across the year including: <ul style="list-style-type: none"> • Voter registration at SOC Fair • On campus registration days for non NI number holding students • Campus hustings • Show your colours event • The NUS "New Deal" signing by PPCs
Member Benefit Test Check	Demand Demand will be developed over the course of the year.
	Design A campaign team of 30 will be recruited at the start of the year and will help to shape the "get the vote out" campaign.
	Delivery This group, and other community organisers, will be involved in ensuring the central message is passed out to all members.
Success Criteria	The number of "on campus" students registered to vote is over 60% and the number that turnout from the University campus (UN2 code) is 40% (23% at the most recent, local election where EU vote was also taking place) The overall University Ward will return a turnout of 50% PPCs will sign the "New Deal" An accessible report will be produced for members about the impact of the student voice in Norwich on this election
Direct Resource Costs	
Specific money to be expended on this	
Event costs: <ul style="list-style-type: none"> • Campus hustings • Show your colour 	

Key Central Services Implications
Are there any implications on any of the shared services, like reception, design etc? Include timings issues here
Communication costs
Data needed
Working with local Electoral Commission

Start Date September 2014

Student Intelligence Strategy: The Listening Campaign	
Lead Officer TBC	Lead Staff Member David Messling
Which Department (if appropriate) Education and Engagement	
Background (including what change the project is intended to bring about or what the project will achieve)	A mechanism to produce more and better information about areas for improvement across the University e.g. in schools, in accommodation, and key themes (e.g. students in school X are struggling to afford books). This aims to ensure that the Union is the clear expert on UEA students - the Union will know most and the Union will know first. The strategy is also a means of identifying, engaging and developing student leaders through listening, and training student reps to run sessions themselves within their schools. This will also build up an evidence base for the QAA Student Submission.
Impacts on students	Student issues will be detected and inform Union policy and campaigning. Students will engage with the Union through sessions, building greater connection with members, who will feel more listened to. Students will be developed to run sessions themselves, creating strategies within their own schools to discover what students want.
Outputs & Deliverable Actions (Inputs)	Small group sessions will be run for every school by the Union, with a prescribed but flexible format, used to gather ideas and information which is then collated and edited to produce reports for each school. These will be supplied to Student Reps, and also sent to appropriate University staff and committees. The reports will also be used to create a student agenda to kick start student-led discussions at SSLCs. Following the conclusion of the sessions, the Union will produce a thematic report based on emergent issues. The sessions will also inform the agenda for 'What If...?' sessions, which will focus on future policy. Sessions will be advertised in advance and with on the day follow up, to ensure attendance. They will run during the latter part of the Autumn Semester, and the beginning of the Spring Semester.
Member Benefit Test Check	Multiple comments in Annual Student Survey and NSS show that students do not feel that the Union is listening to their concerns. The Union has struggled in previous years to show an evidence base behind its policy. A clear structure for listening to students will ensure members feel consulted and that Union policy is representative of our membership.
	Trial sessions will be run with students, and at each stage the sessions will be tweaked based on student feedback
	Wherever possible the sessions will be supported by Student Reps, Rep Organisers and Faculty Convenors. The school wide sessions will serve as a pilot for replicating the scheme within schools.
Success Criteria	Sessions will be run for each school, with each attended by 10 students minimum Reports will be produced for every school, and for the University as a whole. Student reps will be sufficiently confident to run their own sessions in their schools.

Direct Resource Costs

Food costs of catering for sessions. Potential evening staff time.

Key Central Services Implications

Design to advertise sessions. Potential high demand on room space.

Start Date 1/10/2014

BHM Proposal

As you should hopefully all know, October is Black History Month! Originally, the plan was to do our own UEA version of the 'I, Too, Am Harvard' Campaign. However, for a number of reasons I decided this is going to be problematic. However! In my infinite wisdom I have come up with a new idea which I am calling 'I, Too, Am Inspired'. Essentially, we are going to be spending the month asking students which BME individuals throughout history inspire them and why. These will be uploaded to the website, put in Concrete and made into posters and things to spread around campus throughout the month.

What I thought would be GREAT is if as a student officer team, we could lead the way on this campaign. Essentially, what I'm asking you all to do is to pick any BME person throughout history who has inspired you for whatever reason and write something (it can be as brief or as long as you like) about why they have inspired you.

Apologies for the rush and late notice, this is just a brand new idea that we came up with this week after facing problems with the old one. If it's possible if you could get something done by early next week that would be AMAZING please. Just email union.welfare@uea.ac.uk. Thanks!

Date/ time/ location	Theme	Plan
<p>Week 2 Thursday 2nd October 11am – 3pm All around campus; meet in the Hive at 11am focus on Hive, square and central campus</p>	<p>Black History Month Launch</p>	<p>Our focus for Black History Month is going to be based around asking students to talk about what BME figures throughout history inspire them and why. To launch BHM I want us to be spending the afternoon going around campus asking students to briefly say who they would pick and why. I have some freshly purchased whiteboards prepared and ready. I'll upload these onto the internet under the new BHM section we will be getting. We will have a table in the Hive and can be focussed around there, and if it's sunny we could branch out into the square too.</p>
<p>Week 3 Monday 1pm-4pm Will have a table in the Hive plus square if it's sunny</p>	<p>TUC Demo</p>	<p>Meet in the Hive at 1pm. Our main aim of the day will be getting people signed up and paid for to get on the coach. We will have materials made like leaflets etc. and we need to be talking to students about what the event is, why we are going and why it is important.</p>
<p>Week 3 Friday 10th October 11am-3pm Again, table in the Hive plus the square if it's sunny</p>	<p>Mental Health Awareness Day</p>	<p>Our focus for today is going to be around working with Operation Beautiful. We are having some operation beautiful stickers made that we can go around and give to students. I'm in the process of organising an OOT activity based on discussions with Operation Beautiful.</p>

Officers on Tour 2014- Weeks 2-3

Hi everyone. So some of you might remember that last year the idea of 'Officers on Tour' was created. It is a project that SOCs of many years past have trialled with very limited success.

The FTOs have talked about this extensively over the summer and we broadly agree that OOT has failed in the past for two main reasons; poor organisation and poor officer buy in. One of our major priorities of this year is to take steps towards breaking down the idea that officers exist to sit in the office and type their lives away at their desks, instead we want to work towards becoming a truly student facing, engaging and empowering body with a primary focus on directly working with and representing students every day.

I know how stressful it can be trying to juggle your time between being a student and a part time officer. However in the past I think it's fair to say that effort on the part of both the FTOs and the PTOs to actually engage with students has been pretty slack. With that in mind, below you will see a lovely table in which I have made recommendations for how we might be able to get out and meet some students in an actually useful and fun way over the next few weeks. If it works well, I'll be bringing one of these to SOC every few weeks for the rest of the year.

Ideally, I was thinking that every single PTO could sign up to one day a week. Obviously, depending on your various manifestos and job descriptions, some may be more relevant for you than others. If you can't do the entire allotted time, please specify exactly what times you could do.

The themes below have been selected on the basis of the already agreed weekly communications priorities of the Union over the next year as well as any things the FTOs have deemed to be particularly important in the designated period. Obviously, as with everything, we would love your input. If you have any suggestions of things you would like to be doing for these themes, please give it some thought and I'm happy to adapt this table as you see fit in SOC on Thursday. In future, I will be contacting you all via the Facebook page in order to get suggestions for themes and what we can be doing under those themes for the coming weeks.

Discussion Topic: Sportspark Student Membership

<http://www.sportspark.co.uk/uea-sport/student-staff-membership/>

Student&StaffSport

Full time undergraduate and postgraduate students on a taught degree course and all staff will have their campus cards validated **free** of charge for the length of their course or appointment at the university*.

UEA Students & Staff need to take their campus cards to the Sportspark reception and fill out a registration form for validation. The validated campus card will give **free entry** into the Sportspark and the **further discounts**.

Please note, under the Terms and Conditions of Sportspark's Lottery funding, we are **not able to extend this to **part-time students**.*

StudentMembership

Students who register their cards will automatically gain Educational Sportscard privileges which includes unlimited free access to the Sportspark and the lowest activity charges. The cost of this is jointly met by the University and the Department of Physical Education and Sport.

In addition, UEA Students can upgrade their membership to Off-Peak Gym, Off-Peak Swim or Gold (Peak) Gym and Swim for a reduced annual rate.

• Type of Card for Student Membership

- Educational Card (Free for UEA Students): £10

Required in addition to below upgrade options

Only FREE for UEA full-time students (more than ONE academic year). Others have to pay £10 to activate their campus cards, such as part-time students or exchange students for only one semester.

Educational Sportscard Holders can access discounted activity and facility rates.

You will need to produce a current letter from your educational establishment or NUS card confirming your full time status. All applicants will be required to have a photograph taken for identification purposes.

The card is available to all **FULL-TIME** Students in FE or HE.

- Off-Peak Gym Card: £150

- Off-Peak Group Exercise Card: £150

- Off-Peak Swim Card: £135

- Gold Gym & Swim Card: £300

Off-peak times:

Gym

Monday-Friday: 06:30-16:00

Swim

Monday-Friday: 07:30-16:30

20:30-22:20

20:30-21:40

Saturday-Sunday: 06:30-22:20

Saturday: 07:30-21:40

Sunday: 08:00-21:40

Students cannot buy Gold Gym Card or Gold Swim Card separately, which means they cannot use the facilities in Sportspark at peak times except paying £6.5 for each time. The only Gold membership card for students is Gold Gym & Swim, £300.

It is quite unfair for students who wants to use facilities at peak time, especially for those PhD, PGR students who work at lab, mature students who carry responsibility and part-time students who have work commitment.