

**Durham Students' Union
Assembly Agenda**

Friday, 16 June 2017– 19:00, ER201

Time		Subject	Who	Paper
19:00	A.	Welcome	Chair	
19:01	B.	Apologies for absence and Conflicts of interest	Chair	
19:03-	C.	Minutes of the meeting on 09 May	Chair	UA/1617/050
Routine Business				
19:05	D.	Update on Officer Work	Student Officers	UA/1617/052
19:20	E.	Update from Committees	Committee Chairs	UA/1617/053
Items for Discussion				
19:30	F.	New Society Ratification	Societies Committee Chair	UA/1617/054
19:40	G.	Changes to Standing Orders	Academic & Activities Officers	UA/1617/055
19:50	H.	Student Group Regulations	Activities Officer	Paper to follow (UA/1617/056)
20:00	I.	Motion: Mitie PLC Resolution	Pippa Cameron	UA/1617/057
20:10	J.	Policy: Postgraduates Who Teach	Academic Affairs Officer	UA/1617/058
20:20	K.	Policy: A Students' Union that Cares	J Smith	UA/1617/059
20:30	L.	Policy: 'Transforming' Durham Students' Union	J Smith	UA/1617/060
20:40	M.	Policy: Employability & Skills	Development Officer	UA/1617/061
20:50	N.	SU Strategy	President	
Any Other Business				
21:00	O.	Questions to Officers		
Items for Information				
	P.	NUS Delegate Report	President	UA/1617/062

Assembly is committed to making its meetings accessible to persons with disabilities. If you consider yourself to have any access or reasonable adjustment needs, please contact the Union President at dsu.president@durham.ac.uk at least 2 days in advance to make arrangements.

Durham Students' Union Assembly Minutes

Date: 09 May 2017

Time: 19:00

Location: ER201, Elvet Riverside

Attendance

Members present	27	Members absent	10
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Members who sent apologies	3	Members not yet elected	2
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Chair: Chris Waters (Vice-Chair)

The following staff members were in attendance:

Gary Hughes (Chief Executive), Christine Stretesky (Director of Governance & Compliance), Shelley McCormack (Director of Engagement), Georgi Lambert (Marketing Manager), Laura Wilkinson (Executive Assistant)

Welcome

The Chair welcomed members to Assembly.

Apologies

The Chair listed the apologies that had been received prior to the meeting (see table following the minutes).

Conflict of Interest

The Chair asked for notification of conflict of interest before the meeting began; the SU Officers all declared a conflict of interest for Item I – Changes to Standing Orders, and Craig Bateman declared a conflict of interest regarding the Model Westminster Society ratification.

Notification of AOB

The Chair asked for notification of any other business before the meeting began; none was received.

Minutes of the previous meeting and matters arising from the minutes

The minutes of the last meeting were approved by Assembly.

Update on Officer Work

The President (AD) updated Assembly members on her objectives for the year, stating that she had been working hard with Queen's Campus representatives to help those who are moving 17/18 and are facing issues. The SU advice service has been working on this and the University have agreed to bring in a hardship fund. AD thanked the Queens' students who have been helping with the work. AD advised that she had also been working a lot on the SU Strategy, Accommodation Fee campaign, and had attended NUS National Conference. James Creer asked if AD knew anything more specific about Queens' students with accessibility issues that are moving to Durham, as he knows of one student that may have to spend £14k due to the move. AD advised that she had been meeting with the Academic Office who is looking at options. Gina Cuomo advised that there is a specific

accessibility fund and that any students that are affected can contact SwDA for help with applying for the funding.

The Academic Affairs Officer (LW) presented Assembly her objectives, informing them that she had been working a lot on the Academic Representation Strategy. She advised that the Higher Education Research Bill had passed and thanked all members that had helped promote it. Regarding study space, she had been working with the library to create a proposal to take to the University, which includes increasing space in Bill Bryson and looking for more areas across the city. LW stated that there is an Academic Year Structure focus group tomorrow with the PVC of Education, and asked members to come and ask her for more information if they are interested in attending. Thom Addinall-Biddulph asked if LW's PGR objective still looking positive and LW replied that yes it was, she hadn't worked on it as much as would have liked due to other commitments but she feels there is sufficient time to collate information and hand over to next year's PG Academic Officer.

The Activities Officer (KS) presented her objectives to Assembly, advising that she had been working on the Student Activities Participation and Impact Project, 250 people completed the survey. 25% said that being part of a student group would be a reason to stay in Durham, and 97% said being part of a group made their time in Durham more enjoyable. KS congratulated the 5 student groups that have been nominated for National Society Awards. She also advised that the SU Award Nominations have closed, and the Awards Night is 11th June, encouraging members to attend.

The Development Officer (AJ) presented his objectives to Assembly informing members that the employability campaign has launched. He stated that the website is in the process of going live which has training and development tools for students, and that the plans for the DUCK development day are being finalised. AJ also updated members that college exec training this year would be running at the best times for each college. AJ stated that other things he is working on are; looking for sponsorship for the Leadership Development Programme, planning officer inductions, creating the student group training plan and working on a collaboration between college reps, SU and Associations.

New Society Ratification

Ed Nathan from Societies Committee presented the below societies and stated that it is recommended that they be ratified:

Geology for Global Development

Latin Social Dance Society

Cross Fit

Buckfast Society

Stand-up Society

Model Westminster Society

Vote:

For: 27

Against: 0

Abstain: 0

The Assembly voted for the ratification of approving the above listed societies.

SU Strategy

AD presented the SU Strategy to Assembly members, encouraging them to be critical and ask questions, as it is still a work in progress. She advised that she would share the slides should anyone want them. Harry Cross stated that the strategy looks good, but said it was a shame we have to use the NSS as a measure of our success. AD stated that she agree that the NSS was not the be all and end all but it allows us to compare ourselves nationally, and it is important that we want to succeed for our students. AD stated that we would be using other measuring tools, but feels that the NSS has merit.

Motion: Give Durham Students a Voice: Integrate Voter Registration and Student Enrolment

George Walker presented the motion. James Llewelyn asked if it would be compulsory and GW stated that it would not, but there would be a form as part of the enrolment process, and if it's there, people are more likely to complete it. A question was raised whether things can be made easier for international students to vote, as currently they have to get a National Insurance number which can be difficult. GW agreed that this was a problem and could be added in to the motion. The chair asked members to vote on the motion.

Vote:

For: 27

Against: 0

Abstain: 0

Motion: Rent Guarantor Scheme

Weiling Tay presented the motion. David Evans asked if the motion was for the Union to offer the scheme or for the Union to lobby the University to offer it, WT advised that it was the latter.

Vote:

For: 27

Against: 0

Abstain: 0

Motion: Changes to Standing Orders Regarding Start Date of Officers

The Chair of Assembly asked all SU Officers to leave the room due to the conflict of interest, and then presented the motion, and the amendment to the motion. James Creer asked if the motion was a result of the changes to the officer roles, and the chair advised that it was not, and that as far as he was aware it was to align start dates with how the annual University meetings fall. David Evans asked if there may be a legal issue if the motion passed, due to one of the Officers already being in term for the maximum allowed 2 years. Gary Hughes advised that there would be no legal issue and that this had already been checked with the University. Megan Croll spoke against the amendment (for it to be effective as of August 2018 rather than immediately), advising that all incoming Officers would like the changes to standing orders to be effective immediately. Thom Addinall-Biddulph asked what would happen if the motion was passed without the amendment and current Officers chose not to stay for an extra month and therefore no-one was in office. Gary Hughes advised that this is not unusual and that Student Unions' cope in this situation.

The Chair asked members to vote on the **amendment of the motion**.

For: 0

Against: 20

Abstain: 3

The amendment was not made.

The Chair then asked members if anybody would like to speak in favour of the motion. Megan Croll spoke in favour. No member wished to speak against the motion and so the Chair called a vote.

For: 22

Against: 0

Abstain: 1

The motion was **approved** and the standing order change would be effective immediately.

Motion: Campaign to Cut College Costs

Alice Dee presented the motion. A member of Assembly asked if she had considered the potential damage to the Union's reputation if the campaign did not succeed. AD advised that she felt passionate about the issue and felt that the campaign was the right thing to do and would hopefully be successful, as a Union we should fight for the ideological. Ted Coward agreed that the campaign was worth the risk. James Llewelyn asked what the outcome possibilities would be in order of preference and AD advised that the ideal would be decreasing fees, increasing bursaries and upgrading accommodation. Next option would be freeze fees and undergo a review, and then the next option would be differential pricing. Gina Cuomo asked how it would impact the living wage campaign and AD advised that she is always lobbying for living wage and that hopefully the accommodation campaign wouldn't affect this. AD also advised that she would be lobbying for a substantially differentiated model, meaning that disabled students wouldn't have to pay the difference in accommodation. Harry Cross stated that it was an excellent policy and that he hoped people voted for it.

The Chair asked members to vote.

For: 24

Against: 0

Abstain: 3

Motion: Policy on Assembly Engagement

Charlie Walker presented the motion. Harry Cross asked how the motion was a solution. CW advised that although it is currently not a huge issue, it is more about looking for informal political information, and members knowing what they can get out of Assembly. Gina Cuomo advised that SwDA had worked on the motion with CW and supported it.

The Chair asked members to vote.

For: 25

Against: 0

Abstain: 2

Questions to Officers

Question from George Walker to Alice Dee –

What plans do the Officers and the Students' Union have to engage students in the upcoming General Election which will take place on 8th June, ensuring that as many Durham students as possible register to vote before the May 22 deadline and turn out to vote on polling day?

AD replied that the Officers and SU would be doing a variety of things including something on the website, emails, email signatures, officers and staff out on campus chatting to students, resources sent to colleges to make students aware of where their nearest polling station is. AD stated that it was too late to arrange husts but we would be arranging something with the University regarding candidates. Tyne and Wear Citizens Hub have also contacted us and want to help promote Voter Registration. AD advised that if anyone is interested in helping with the campaign, please let her know.

No more questions were asked.

The Chair adjourned the meeting at 20:45, and announced that the next meeting will be on 1 June 2017, at 19:00 in ER201

#	Chris Waters on behalf of Andy Corkhill	Chair	
1	Alice Dee	President	
2	Kara-Jane Senior	Activities	
3	Lisa Whiting	Academic Affairs	
4	Adam Jarvis	Development	
5	Jo Gower	Community	
6	Adeline Chow	ISA	
7	Ted Coward	LGBT+a	
8	Gina Cuomo on behalf of Courtney Cliffe	SwDA	
9	James Colville	Mature Students Association	
10	Iris Lang	People of Colour Association	
11	Anna Greenall	Academic Affairs Committee	
12	Ed Nathan on behalf of Thea Burton	Societies Committee	
13	Megan Croll	JCR PresComm	
14	Bethany Fleming	DUCK Exec	
15	David Evans on behalf of Matthew Kirk	MCR PresComm	
16	Charlie Walker	Governance & Grants	
17	Dewi Erwan Humphreys	Environmental & Citizenship	
18	Rosa Tallack	WED Comm	
19	Craig Bateman	Media Rep	
20	Mitchell Langcaster-James	St. Cuthberts	
21	Thom Addinall-Biddulph	Ustinov	
22	George Cowley	St John's	
23	George Walker	Van Mildert	
24	Tom Harwood	St Mary's	
25	George Peat	St. Chad's	
26	David Jones on behalf of George Stanbury	Grey	
27	Meghan Hosch	Hatfield	
28	Jazz Beard	John Snow	
29	Clara Gallay	St Aidan's	
30	Shayon Banerji	Collingwood	
31	Tom Henderson	St Hild & St Bede	
32	Laura Doherty	University College	
33	James Creer	Stephenson	
34	Darcy Van Eerten	Trevelyan	
35	Rachel Meyer	Josephine Butler	
36	Harry Cross	Open Position	
37	Johan Seidenfaden	Open Position	
38	Dominic Birch	Open Position	
39	VACANT	Open Position (freshers)	
40	Dominic Robson	UG Academic Rep	
41	Hannah Britt	PGR Academic Rep	
42	VACANT	PGT Academic Rep	
Attended		Sent Apologies	No Attendance or Apologies
		Not in post	

President, Alice Dee

Plan of Work update

Priority One: *I will make sure College Students' Union Reps play a key role in shaping Durham SU because I understand the importance of Colleges in our time at Durham and it's so important that we work better with your reps.*

Project progress	Officer comment	Next steps
Establishing a clear distinction between Union Rep position and common room President duties.	Holding a session with all College Reps and Presidents to establish clear remits and ways for SU and Common rooms to support Union reps in the future.	Implement decisions.

Priority Two: *I will insure as many students as possible are involving in making decisions about things that affect them. We're entering a big time of change in Durham and it's vital that we, as a student body, help shape what's going on around us.*

Project progress	Officer comment	Next steps
Met with Library to review using draft framework.	Very positive meeting with library staff who found framework useful.	Make some small edits and feedback Library comments to UEC.
Focus group met with COO and PVC Colleges and Student Experience.	Agreed to form a 'student reference' group to assist initial steps of consultation and approve processes. Framework pro forma agreed for pre-consultation exercises.	See below.
Paper to UEC	Following meeting of focus group, to draft a paper to UEC updating and clarifying the progress of the group and suggesting their adoption of the consultation process.	Present paper and have it approved.
Establishment of Group	Student reference group to be led by the SU and consist of a collection of students to 'vet' consultation processes.	Approve and operationalise
Working with University to establish a draft plan of main issues that need large scale consultation in the future	This should prevent quick and untimely consultation in the future.	Approve and operationalise

Priority Three: *I will make sure Queen's Campus students keep benefiting from the best student experience possible. Because in the lead up to and during the move of Queen's up to Durham, we need to make sure that student priorities are the focus of decisions and that Queen's students are welcomed to Durham.*

Project progress	Officer comment	Next steps
Website FAQs live	Guide to durham	

Office of Independent Adjudicators visiting next month.	Enable us to support students to know their rights and make claims if necessary.	
Addressing student concerns about non-academic experience	Working with University project lead to ensure student experience remains priority in plans for next transition year.	
Financial support for students moving to Newcastle and Durham city	Hardship fund has been confirmed but ironing out issues with DU. Able to get of fund to be more lenient than University hardship fund	Continue to lobby for parameters of fund to favour students.
SU offer to QC students for academic year 17/18	Reviewing the 'membership offer' for students at Queen's campus, prioritising resources for the transition year. Working with Teeside SU to explore access to their membership services for 17/18.	Implement proposals.

Other actions and meetings		
Activity	Officer comment	Change made for students
#RippedOff campaign	Accommodation fees campaign has continued and had a significant impact on social media and covered by local and student media. Demo cancelled due to cancellation of SFAAG meeting ☹	Raising awareness of high prices to students and maintaining pressure on University. Meeting for SFAAG moved to 13 th July.
Attended 'Senior Leadership summit'	Joined over 80 members of University senior staff to discuss University strategy.	Able to express student concerns around some proposed changes and communicate to a range of University staff.
Durham City Safety Partnership	Attended a meeting about safety in Durham city.	Keeping student safety a priority and maintaining positive working relationships with local authorities.
I went on holiday.	It was nice.	I'm now less tired.
Generation Vote Campaign	Campaigning to get students registered to vote.	Involved in democratic process.
Durham SU strategy	Has now been to the SU board of trustees and its relevant subcommittees. As well as proposals consulted on and approved by UEC.	A more effect SU for all students.
WP conference	Attended a conference on access to education in London. Really interesting and inspirational ideas for policies	Educating student representatives to lobby for fair access to education.

	in Durham.	
PVC Global Interviews	Sat on shortlisting and interview for new member of UEC.	Ensuring a new member of the University executive is student-focused.
Senate and Council	Sexual Violence policy passed!	The (formal) beginning of combating student violence in Durham.

Academic Affairs Officer: Lisa Whiting


Priority One: Develop, implement and review the new undergraduate course rep system		
Project progress	Officer comment	Next steps
<ul style="list-style-type: none"> Working to create a comms plan for next year's elections with increased resources for departments to advertise the elections Organising an end of year celebration event for course reps to thank them for their brilliant work this year Handing over operational elements of new course rep system to the new Education Policy Coordinator at the SU to ensure a smooth transition away from the Academic Affairs Officer to more core SU activities 	<p>I feel like this priority is as near to being finished as it can be. There will always be ways to change and improve the system but now with a proper election system run through a collaborative relationship with the University as well dedicated resource and staff to support course reps in their activities, I believe over the coming years we will positively transform the way the SU engages with course reps and academic departments. Hopefully this will be the last time an Academic Officer ever has course reps as a priority! (I hope anyway).</p>	<ul style="list-style-type: none"> - Have a great time at the course rep celebration event - Finish comms plan - Write up handover and ensure appropriate links and provisions are in place for next year.
Priority Two: Research and develop a new system for postgraduate representation		
Project progress	Officer comment	Next steps
<ul style="list-style-type: none"> PG Rep Guidelines passed at the University Education Committee! These will now be distributed to departments Reviewed Academic Representation within the SU with the proposals outlined in this Assembly Reviewing the University's concession guidelines to allow as many students as possible the opportunity to run for PG Officer 	<p>I'm so happy that the University Education Committee approved the Good Practice Guidelines for Postgraduates, written by Hannah Britt, PGR Faculty Rep for Science. The policy includes departments passing on student rep names to the SU for training and support which will create more opportunities for PG specific education campaigns.</p> <p>I believe the revised Standing Orders will increase PG engagement with the SU and University Policy which is exciting.</p>	<ul style="list-style-type: none"> - Distribute Guidelines more widely and encourage departments to change practices - Plan PG rep training for incoming student reps - Liaise with FECs on the proposal to increase the number of student reps attending meetings
Priority Three: Reinforce and promote the rights of PGR students		
Project progress	Officer comment	Next steps
<ul style="list-style-type: none"> Conducted first interview to form part of the case studies for the report with others being scheduled Exploring the possibility of implementing a set of recommendations from SGIA university-wide Policy for Assembly on PG Pay and Conditions 	<p>HUGE win for PGs who teach in SGIA as the result of work from the "PG Rep Action Group"! This is certainly not something I can take credit for but the work done by the PGR Faculty Reps provides a brilliant foundation for other departments to follow suit. I'm currently exploring how best to go about this.</p>	<ul style="list-style-type: none"> - Pass policy at Assembly - Further explore the possibility of distributing SGIA recommendations more widely - Finish conducting case study interviews - Write report to handover
Other actions and meetings		
Activity	Officer comment	Change made for students
Proposed closure of Social Work MA and International Social	I have been supporting the amazing course reps from the Social Work MA and International Social Work MA in their campaign against the proposed closure of their courses.	Students put back at the heart of the concerns surrounding the course


Work MA	We have since had meetings with the Pro-Vice Chancellor for the Faculty as well as speaking at the Board of Studies. We are currently feeling cautiously optimistic that the decision will at the very least be delayed pending further consideration.	closure in addition to a hopefully positive outcome for the future of the programmes.
Investigation into rising international student fees	I received a concerning report from a student whose fees rose by £4000 when re-enrolling. This was due to an administrative error advertising the wrong fee for Computer Science students which has now been resolved. However further questions were raised regarding smaller yearly increases for students from 15/16 admission of either £800 or £1000. We were under the impression the fees were fixed from that year so are investigating what the implications of this may be.	Computer Science students will not be charged an extra £4000! Further scrutiny over the information provided to students attending from 15/16 on whether they knew their fees would be increasing.
Library eating & drinking policies	The eating space pilot has now ended and been reviewed. The feeling was that particularly for students it had been a massive success and that there should be a designated eating space permanently going forward. The recommendation is that this be in the e-den as this is a larger space and will provide more capacity as well as maintaining a positive working environment for staff in reception. There is also a recommendation that lidded hot drinks be permitted in the ENTIRE library. I am currently waiting to hear whether the recommendations have been approved by the Library Management Committee.	*hopefully* A permanent eating in both Bill Bryson and QC libraries with increased capacity and lidded hot drinks being allowed everywhere- in line with student opinion.
Departmental Review of Engineering	Sat as the student representative on the Departmental Review of Engineering which meant scrutinizing the provision around the BEng and the PGT programmes and encouraging the department to re-evaluate the support for students on these programmes.	A full review of support given to students within the department
Reading lists	Working on a project with the library on reading lists and helping departments better define what is meant by "required" reading and this impacts the library resources available. This is particularly useful for students who spend a lot of money on books they don't end up needing.	More resources available for core texts and students wasting less money on books they may not need
Students' Union strategy development	Developing the Education strand of the SU strategy so that the SU can help transform students' academic experience at Durham	A five-year strategy that accurately reflects the major changes needed at Durham so that every student graduates having had an incredible academic experience.
Feedback and assessment	Attended a workshop run by the Learning Technologies Team in CIS discussing the assessment and feedback process from a student perspective. We identified various "pinch-points" where things go wrong and mapping how students would know where to go for help. Identified issues such as anonymous marking, submission difficulties, accessing marks	An improved experienced for students through the online assessment and feedback process
Recruiting UG Faculty Reps	RUN TO BE A FACULTY REP!	Having great faculty reps


Community Officer – Jo Gower

Plan of Work update

From last Assembly until now: I've been on annual leave! However, there have been things in the works while I've been away, and things I am continuing going forward:




	Priority One: Representation for <i>underrepresented groups</i>	
	Project progress	Next steps
	<ul style="list-style-type: none"> ❖ Having a meeting with the Deputy VC and Provost, plus his new deputy, to discuss equality and diversity at Durham and how they can work with the SU's representative groups to improve it ❖ Development of college minority/identity rep training with the Associations, development team, and Development Officer ❖ Template role descriptions for college reps are finished and will be sent to PresComm ❖ Met with the LGBT+A to discuss formation of an autonomous Trans Caucus (which was passed at the AGM) 	<ul style="list-style-type: none"> ❖ Arrange meeting with police to discuss introduction of a Race-Relations Officer ❖ Continue discussions about potential creation of an Association to represent those of marginalised genders ❖ Push University to receive trans inclusion training




	Priority Two: Changing attitudes toward <i>sexual violence and harassment</i>	
	Project progress	Next steps
	<ul style="list-style-type: none"> ❖ 'Respect Means...' campaign (Step 1) ready to go: photos have been taken, posters designed and printed ❖ Student-facing document about disclosure procedure has been released to students via social media and Welfare Officers ❖ Continuing to run train-the-trainer ABI sessions with Welfare Officers and JCR+MCR execs – let me know if you want to be involved! ❖ Online 'Pincident' platform has been designed and is being developed for use on the website ❖ Discussions about bringing ABI training to all college bar staff ❖ Discussions about format of student support in general, including discussions of pros and cons of centralisation of support vs college student support 	<ul style="list-style-type: none"> ❖ Plan re-release before Freshers' Week with updated photographs and new formats ❖ Continue training JCR+MCR execs and continue investigating possibility of specific bar training



	Priority Three: Improving the experience of <i>students with disabilities</i>	
	Project progress	Next steps
	<ul style="list-style-type: none"> ❖ Still no response from the University Medical Group! ❖ Continuing to write a guide to medical evidence for students to provide students with options and routes to go down to minimise financial expenditure 	<ul style="list-style-type: none"> ❖ Write up report based on feedback from accessibility survey to present to the next Access Review Group meeting ❖ Chase up the Medical Group and take this to members of the City Council











Extra stuff:

- Work on the strategy and budget for the next academic year
- Meetings surrounding hardship funds and the QC transition – wins in that the -£3000 overdraft requirement has been suspended for students affected by the transition
- Working on the Mental Health and Fitness to Study Policy, still
- Trustee duties!

Priority 1: #WorkInsights			
	Project Progress	Officer Comment	Next Steps
	Campaign has been going out weekly with a range of content.	So happy – we've had over 1000 views for articles and over 15,000 total reach for Facebook posts.	The rest of the campaign has been planned and will go as scheduled.
	This has launched with a variety of placements and sign-ups for the programme are in progress / going well.	I'm really pleased with the interest generated by the programme, particularly with international students, and hope this can continue.	Once placements have happened, get feedback from students and employers for recommendations for the future.
	The website has been launching in stages to tie in with the campaign and will launch in full over the next few weeks.	Really pleased with the number of students (at least 700 so far) visiting the website (and returning to it).	Finish launching the website and include on homepage making it easier for students to find themselves.

Priority 2: #SupportingDUCK			
	Project Progress	Officer Comment	Next Steps
	DUCK Development Day is planned for 14 June and includes external trainers to provide DUCK with a range of training and support.	I'm looking forward to the day and will be able to update Assembly after the event.	Some training to be delivered in Michaelmas (e.g. full finance training) so ensuring this is prepared in time for the new officers.
	Collecting the last few processes and financial information to complete this in time for the Development Day.		Giving the booklet to the incoming DUCK officers to assist with their handover.
	Part of the Development Day is working with DUCK to develop a longer-term plan for the committee.		Firming up the plans which come out of the development day.

Priority 3: #SupportingCommonRooms			
	Project Progress	Officer Comment	Next Steps
	Arranging times and one-to-one meetings with incoming JCR Presidents to work out what works best for them and their exec.	The sessions are being organised to best suit common rooms (as was suggested at the student leaders' conference).	Continuing to meet with Presidents to discuss training and times to set plans in place ready for the new officer team.
	Running training with Castle JCR on 16 June and Chads JCR on 12 June who are the only colleges to request/confirm training this term.	I'm looking forward to these sessions and will be able to update Assembly once the training has happened.	Taking any feedback from the execs to help further improve and develop training which we can offer to common rooms.

Other Projects			
	Beyond Graduation		Take the Lead
	<ul style="list-style-type: none"> Organising final presentations for 9 June Really proud of everyone who has completed the programme and all of their hard work 		<ul style="list-style-type: none"> New leadership programme starting this term NCS really impressed with the quality of the candidates from the university
	Durham App		SU Awards
	<ul style="list-style-type: none"> Working with CIS on the design and features for a new university app launching in August for current and prospective students 		<ul style="list-style-type: none"> Part of the panel (with Kara) that shortlisted for awards on 11 June – well done everyone!
	Employability and Skills Conference		Durham Award
	<ul style="list-style-type: none"> Attended a conference in London to learn about current best practice in universities around employability and skills and using this to inform policy and framework 		<ul style="list-style-type: none"> Attended ceremony for the students who achieved the Durham Award Part of the video advertising the award for the next academic year
	Student Group Training		Maiden Castle Development
	<ul style="list-style-type: none"> Working with Kara to organise and run a variety of sessions 6 – 15 June 		<ul style="list-style-type: none"> Final design approval for the new sports facility going to planning authority
	Officer Induction Planning		Trustee Meetings
	<ul style="list-style-type: none"> Working with Alice and SU staff team to plan handover and induction for the new officers 		<ul style="list-style-type: none"> Finishing off the final board and sub-committee meetings of the year

Societies Committee Update

Since October the committee have reviewed 55 new society applications. It was decided that the committee be split into two sub committees to make it easier to make recommendations to finance and handover processes.

Finance sub-committee: We conducted a short survey for student groups regarding finance training and support, the Exchequer 365 app, and transaction methods. From the data collected recommendations were made of how to improve the experience for groups.

Handover sub-committee: We have reviewed the student handbook and made recommendations as to how it can be improved in the future. We have also reviewed the exec handover and template document.

Societies Committee has decided upon procedures for reviewing applications:

D. Action to be taken when another society objects

Talk with similar groups and set a deadline before Societies Committee where all societies have to respond by and if they don't then they have missed the deadline and the applicant society will go to Assembly anyway. Get the conflicting societies to resolve issues themselves and set clear deadlines of when responses need to be in by.

E. Action to be taken when we don't get a reply from a similar society that we have contacted

Same as D. if they don't respond with an answer then they can't go to assembly.

F. Whether there should there be an opportunity for societies at Assembly to debate or not.

Yes if it is structured and controlled but this is up to the Assembly chair to take control of.

G. What do we do when no groups object but the committee still doesn't recommend to ratify

The groups should still go to Assembly but with the recommendation to reject. If the committee wants more information about a group then it won't go to assembly or if the applicant group isn't ready. If they are then the committee will recommend to reject and then if Assembly rejects, the society will have to apply again.

Plan to restructure Societies Committee

As outlined in the changes to the Standing Orders.

The key changes include:

- Societies Committee Chair is elected as a general societies rep, by Societies Forum
- 1 rep is elected per society category
- Societies Committee will also approve grant applications

Improving engagement of societies committee

- Suggestions included having a social event for members early in the academic year so that members can get to know one another.
- Encourage committee members to attend Assembly.
- Elect members at the last Societies Forum of the previous year.
- Ensure committee members have clear time expectations.
- Ensure meetings are set in advance.

MCR PresComm Report

This year MCR PresComm has worked on a number of issues, including:

- Progress towards a unified method of booking and payments for Inter-MCR formals
- Organised postgrad ball as in previous years
- Engaged with the proposed EQUALS accreditation scheme, with a view towards making it realistic and appropriate for MCRs.
- Individual members have engaged with the university on induction week, sexual violence and postgraduate allocations.

TO: Assembly
FROM: Societies Committee
RE: New Society Ratification
DATE: 9 June 2017

The Union has received several applications for new societies. Societies Committee has met and makes the following recommendations:

When reviewing new society applications for approval Assembly should consider the following factors:

- How sustainable the group would be e.g. in maintaining membership levels and providing regular events throughout the academic year;
- Whether the aims of the group are too similar to a group(s) already in existence, which would negatively impact on engagement with said group(s);
- If the aims and objectives of the society are in line with those of the Students' Union;
- Whether the group would contravene Students' Union policies and procedures, or circumvent the law.

Assembly may determine other conditions on which to approve applications for factors such as student wellbeing and upholding Students' Union values. However, Assembly should also ensure that a diverse range of opportunities are available to students of varying interests, beliefs and experiences.

Societies Committee review society applications thoroughly in advance of Assembly meetings and make recommendations for Assembly based on the above. This process includes carefully assessing the aims of applicant groups, and seeking out further information from applicants and current groups where needed.

Society	Aims	Recommendation from Societies Committee
HeForShe Society	HeForShe is an inclusive and pioneer movement in bringing in men and boys to the conversation and action to promote gender equality and in doing such we are not limiting it to only men and boys but to everyone regardless of their gender identity. HeForShe publicly states in its website commitment page that the movement believes gender isn't binary and aspire to bring all genders to take positive actions to create a gender equal world. We noticed that men and boys were not getting involved enough in the gender equality fight around the university, therefore the HeForShe Society will fill this gap by creating a forum for them to join, to get involved and have discussions without being considered as a minority in the feminist community. We believe that the HeForShe message is a modern way to look and conceive our future society, giving everyone the choice	Ratify

	and the opportunity to live the life they want, without having to be judged by their gender. What we do today will change the world. We CAN and we WILL achieve gender equality this 21st century. Let us inspire men to get involved in gender equality issues and get people of all genders to communicate together to go forward!	
Impulse	<ul style="list-style-type: none"> • Offer nine-week progressive exercise programmes for several fitness levels. Hold a termly sign-ups to ensure small class size and more personal approach to training • The key aim is not just provision of regular exercise classes – it is encouraging consistency and recognising and rewarding improvement • Have a reward system in place to celebrate full attendance and achievements • Develop habit-creating, fun and creative workout programmes, delivered several times per week entirely by students • Ensure variety through updating workout routines, using props, and balancing indoor and outdoor classes (when the weather permits) • Listen to individual needs and consider the pace of each member, maintaining inclusivity • Ensuring sense of community through keeping size of each class small and holding termly socials • Offer optional fortnightly fitness challenges (with prizes funded from membership and classes fees) to further motivate members • Offer healthy eating and living tips through a regularly updated social media page • Hold termly sport-based charity events to further motivate participants to train and keep up healthy living 	Ratify
Durham University Blood Society	<ul style="list-style-type: none"> - To actively encourage and facilitate Durham University students to become blood donors/continue with regular donations. - Raise awareness about the important of blood donation in the UK. - Provide Durham students with an easy way to access the blood donation centres in Durham City. - Successfully run termly/bi-termly donation days to a local centre. - To increase the involvement of Durham students in the local community. - Provide keen donors with a platform to campaign for blood donation. 	Ratify
Days for Girls	This societies aims are to join the in effort for supplying every woman and girl access to reusable sanity towels. This society is part of the larger organisation Days for Girls. This organisation creates reusable sanitary towels for women in developing nations that do not have access to menstrual products. Ideally, this society will meet once or twice a week to sew the feminine hygiene kits. The way in which this process works it that every girl and woman is supplied with one kit. This kit consists of a cotton bag, reusable towels, liners, underwear, and soap. This organisation is based heavily on donations of fabric. We have already been in contact with the UK Days for Girls organisation who are able to aid us in supplies.	<p>Ratify</p> <p>The society can't change their name because they are part of an international organization.</p>

Independent Magazine Society	<p>The aims of the Independent Magazine society are as follows: The aims of the Independent Magazine society are as follows:</p> <ul style="list-style-type: none"> > Offer cut-price magazines and subscriptions to students > Support the independent magazine industry > Facilitate specialist interests of students > Keep abreast of news in the independent publishing industry > Host events > Encourage group discussion and sharing 	<p>Ratify</p> <p>Palatinate and the Bubble have no objections.</p>
Home Brewing Society	<p>The aims of the Durham University Home Brewing Society are: - To provide members with the equipment and facilities to brew extract, partial mash, and all-grain beers.</p> <ul style="list-style-type: none"> - To share collective knowledge of home brewing, tips and tricks, and recipes. - To promote a responsible appreciation of the brewing process and the beer itself. - To host society brewing days and beer release days. 	Ratify
Durham Film Review	<ul style="list-style-type: none"> • Provide regular information on filmic happenings within Durham for the Durham student community • Raise awareness of film- related activities occurring in Durham, including those held by other student groups, departments, or within the wider non-student community • Provide form to the Durham film community, encouraging unity and collaboration between the disparate student film groups • Encourage participation in film related activities by Durham students 	Ratify
Dodgeball Society	<p>The purpose of this society as Durham would be to offer a stepping on point for students looking to play the sport at the university as a variety of intensity levels, for beginner to the very top. It's a sport that requires no segregation, people of any shape or size can all play alongside one another on an equal playing field, as the game depends on attributes such as strength, accuracy, and agility, which can be achieved in equal balance by majority of people. The ultimate aim of the society is to allow students to blow off some steam and relieve some of the pressure of university, while also doing something that gets their hearts racing, that they really can get invested in and forget the outside world for an hour or two. We also have a secondary aim of teaching the more dedicated students to referee the sport, allowing the society to continue after the current management has left the university.</p>	Ratify
Glitter Society	<p>We aim to allow people to release their inner creative by sharing tips on glitter application by regular meetings. We believe that glitter can instil happiness into everybody and therefore please join us to add some shimmer to your Durham life.</p>	Ratify
Quaker Society	<p>To explore Quakerism together in a tolerant environment, offering mutual support and space for questions. To explore how to let our lives speak in a Quakerly way, engaging in social action in the wider community. To act as a bridge between Durham University and Durham Quakers.</p>	Ratify

Turkish Society	There are quite a lot of Turkish students at Durham University, but we are studying different subjects and are from different colleges. Therefore, we don't really get to know each other and we believe that this should not be the case. The Durham University Turkish Society will make it possible for us to get to know, and support each other. Thus, we are planning to have a social every term and organise celebrations for Turkish holidays during our time in Durham. One of our aims is to promote the vibrant, diverse and hospitable Turkish culture at Durham University. Therefore, we are planning to organise a creative and informative project every year which would represent the Turkish culture and history. Each years project will be suggested by the members of the society. Then it will reviewed and approved by the executive members in order to make sure that it serves the aims of our society. We are also more than happy to help those who would like to practice their Turkish language skills. Our society is always ready to welcome anyone and everyone who is interested in learning more about the Turkish culture or language.	
Vinyl Record Society	Provide unique social atmosphere for members where they can listen, talk and trade vinyl records as well as other retro media. Train members how to properly look after their record collections such that they don't fall into disarray. Show members how to properly use turntables so that they do not damage either their records or the turntable itself. Give members the opportunity to learn how records are made and the history behind retro media types. Introduce students to retro media and show them that in some cases it is better than modern media. Give opportunities for development of creative skills.	
Game of Thrones Society	An open society to allow students with an interest in Game of Thrones to discuss the show and the theories surrounding it and meet and bond with like-minded students. It will also provide weekly meetings and occasional themed socials for society members.	Ratify
Applied Social Science	<p>1.2.1 To promote the study of Applied Social Science;</p> <p>1.2.2 To promote the general welfare and interests of the members;</p> <p>1.2.3 To encourage comradeship and understanding among members;</p> <p>1.2.4 To foster a sense of consciousness of the local and global communities;</p> <p>1.2.5 To provide official representation for the Faculty and students of the School of Applied Social Science Department;</p> <p>1.2.6 To foster a sense of consciousness of the local and global communities and acknowledge the diverse intellectual, cultural, and social elements of the student body through the promotion of events and activities</p> <p>1.2.7 To act as a communicative medium between the Faculty of the School of Applied Social Science, all member students, and the University student body as a whole.</p> <p>1.2.8 To provide support, initiate and encourage academic and social activities for member students.</p>	Ratify

Think Tank	We want to give students the opportunity to explore current affairs in-depth and increase their political and commercial awareness through guest speaker events and by working on policy papers with like-minded students. We also aim to increase student employability by empowering students with valuable written language and research skills.	Ratify
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This society has a current society which objects to them existing.

Society	Aims	Recommendations and objecting societies
European Law Students Association (ELSA)	<p>As an ELSA Local Group, you will be: - Become a part of a network of 42,000 ELSA members across 300 faculties in 43 countries!</p> <p>- Join ELSA UK's network of over 500 members across 15 Universities. - Improve your academic skills by attending ELSA events organised throughout Europe.</p> <p>- Gain close contact with the professional world.</p> <p>- Acquire knowledge of different legal systems and cultures.</p> <p>- Acquire real teamwork experience and improve your organisational and interpersonal skills.</p> <p>- Bridge the gap between academic learning and the professional world.</p> <p>- Gain unforgettable experiences and life-long friendships through co-operation with all the other local groups in 43 countries of ELSA!</p>	Reject

Objection from Enhance Legal Sector Access (ELSA):

I have spoken to the ELSA Committee and we do have serious concerns with it. We recognise the value of having a group dedicated to European opportunities and if students feel the need for such a society, we do not want to stop such ambition. However, we are known as Durham ELSA and have built up substantial recognition with students and firms under this name. It would simply be too confusing to have another society named ELSA or DELSA (as the new society suggests to be called). Indeed, all our promotion items have Durham ELSA on and all the exec's emails are yyy@elsadurham.com. There cannot be two societies with the same name.

Recognising the opportunities they would bring, we reached out to the new European-focused committee and offered them to merge with us. Under the banner Enhancing Legal Sector Access, ELSA could raise awareness of:

- 1) national law firms
- 2) alternative legal careers
- 3) European-focused opportunities

However, they rejected that for various reasons. There are evidently so many conflicts that though we have tried to resolve them, cannot be rectified at this point in time.

TO: Assembly

FROM: Lisa Whiting, Academic Affairs Officer
Kara Senior, Activities Officer

RE: Changes to Standing Orders

DATE: 2 June 2017

Background

The Standing Orders were reviewed and it was identified that they are in need of some 'clean-up' to better reflect our current governing documents and to provide continuity with the new officer roles and remits. During this review, we saw areas for improvement with regard to academic representation and student groups.

Proposed changes – General

- References to our 'constitution' have been amended to 'Articles of Association.'
- Division of Assembly Committees and Forums are reflective of new officer roles and remits.
- Mandate that one of the open Assembly positions be held by a postgraduate.
- Clarification on conflicts of interest at Assembly.

Reasoning for changes – General

The Standing Orders should reflect appropriate titles, with the appropriate officer sitting on the appropriate committee. A concern often stated this past year was that Assembly lacks positions devoted to postgraduates; requiring one of the open positions to be held by a postgrad addresses, to a small extent, this concern.

Proposed changes – Academic Representation

- Removal of academic forum to be replaced by a commitment by the PG and UG Academic Officers to hold termly meetings on academic matters with representatives and interested parties.
- Increase in the number of Faculty Representatives from 1 per level of study to 2; increasing the total number from 9 to 18. These Faculty Representatives would also sit on Academic Affairs Committee.
- Reduction in the number of academic societies representatives on Academic Affairs Committee from 3 to 1
- Increase in the number of academic representatives, from Academic Affairs Committee, who sit on Assembly from 3 to 9.

Reasoning for changes – Academic Representation

The primary purpose of the changes below is to ensure proper academic representation across the Student Union and University's governing bodies in such a way as to accurately and fairly reflect the breadth and diversity of student views.

One of the primary methods of improving the representation of academic issues and views is to increase the range of views present on Academic Affairs Committee, but also to increase the presence of Academic representatives on Assembly, so that they can properly feed into the governance of the Students Union as a whole.

Proposed changes – Student Groups

- New student group ratification to be done by Societies Committee.
- Recognition of Nightline and media groups more formally.
- Modification to Governance and Grants membership to require three members of societies.

Reasoning for changes – Student Groups

The Union's research on decisions making conducted last year yielded the result that students want those with expertise to make decisions on what they are experts on. Shifting responsibility for new society ratification to Societies Committee achieves this as does requiring three members of Governance and Grants Committee to be members of a society (for purposes of grant awarding).

Durham Students' Union Standing Orders

These Standing Orders were updated on 13 May 2017.

Preamble

- | These Standing Orders should be read in conjunction with the [Constitution Articles of Association](#) of Durham Students' Union and any appendices and annexes attached herewith.
- | Terms used in these Standing Orders shall be as defined in the [Constitution Articles of Association](#). The following terms which are not defined in the Constitution shall have the following meanings unless the context otherwise requires:-
 - "Colleges" Those Maintained Colleges and Recognised Colleges as defined by the University;
 - "Course" A programme or course of study leading to a qualification awarded by the University;
 - "Course Constituency" An electoral constituency based upon Course cohort structures;
 - "Faculty" An aggregate of areas of academic study as defined by the University;
 - "Officer" The elected officers of the Union, including Sabbatical Trustees;
 - "Secretary" The University Secretary.

Standing Order A: Rights and Benefits of Membership

Democratic Rights

1. All Members shall be entitled to take part in all aspects of its democracy. Nothing in these Standing Orders shall be interpreted as allowing a committee or officer of the Union to restrict democratic rights, except by application of criteria set forth in these Standing Orders.
2. All Members shall have the right to stand for election and vote in elections subject to restrictions laid out in these Standing Orders.
3. Any Member shall have the right to opt out of Union membership.
 - 3.1. Students wishing to do so must complete an opt-out form and return it to the Union.
 - 3.2. A copy of the form will be sent to the Secretary.
 - 3.3. The opt-out shall be valid for a student's academic career unless the student opts back into the Union.
 - 3.4. Any change to the opt-out form must be approved by the University.
4. Any Member shall be entitled to make a complaint under the terms of the Complaints Procedure.

Equal Opportunities

5. The Union shall have, and abide by, an Equal Opportunities Policy.
6. All bodies of the Union including Student Groups shall abide by the Equal Opportunities Policy.

Facilities and Benefits

7. Members shall be entitled to:
 - 7.1. make use of all welfare, commercial and other services provided by the Union, where doing so does not conflict with the right of another Member to do the same;
 - 7.2. to join any Student Group affiliated to the Union.
8. Students who have opted out of Union membership shall be entitled to make reasonable use of all welfare, commercial and other services provided by the Union where doing so does not conflict with the rights of Members to do the same, except where events or facilities are for Members only.
9. The Union shall have a disciplinary procedure for Members.
10. Nothing in this standing order shall prevent the holder of any licence which permits the sale or consumption of alcohol or the provision of entertainment of any sort on Union premises from taking any reasonable action to preserve such licences.

Data Protection

11. The Union will approve, and abide by, a Data Protection Policy.

Standing Order B: Policy

Definition

1. Policy shall be a statement of the political and representational will or beliefs of the Union, and shall be binding upon all Officers and bodies of the Union.
2. No policy may contradict the [ConstitutionArticles of Association](#) or these Standing Orders.
3. Governance and Grants Committee shall keep a record of all policy.
4. Subject to the law, policies may be approved on any matter not explicitly forbidden by the [ConstitutionArticles of Association](#).

Creation

5. Any policy motion passed by one or more of these bodies shall constitute policy:
 - 5.1. Referendum
 - 5.2. General [Members](#) Meetings
 - 5.3. Board of Trustees
 - 5.4. Assembly
 - 5.5. Committees
6. The order of precedence on matters of policy shall be as defined above, subject to the provision of the [ConstitutionArticles of Association](#).

Assignment

7. Responsibility for implementation of a policy may be assigned to a committee or an Officer or any combination of committees and Officers.
8. Assembly may re-assign responsibility for implementation of any policy to a committee or an Officer or any combination of committees and Officers.

Alteration

9. Governance and Grants Committee shall advise Assembly on the removal of any policy or section of policy that has become redundant or for which the implementation has been fully completed.
10. Any body may alter or remove existing policies by the passing of a motion by simple majority, provided that it does not:
 - 10.1. alter or remove a policy passed by a body of greater precedence within the current or immediate previous Academic Year, or;
 - 10.2. alter or remove a policy passed by itself within the current or immediate previous Academic Year except where a request is received from a number of voting members of that body which is equal to or greater than the quorum figure for that body.
11. If a body passes a policy which conflicts with an existing policy, the earlier policy shall be removed, provided that Governance and Grants Committee makes Assembly aware of this conflict at the time the policy is presented to Assembly.

Renewal

12. Governance and Grants Committee shall present current policies of the Union for review at the second Assembly meeting in the second Academic Year after the policies' adoption or most recent renewal.

13. Assembly shall renew or remove the policy or refer the policy to an Officer or committee for discussion.
14. Any policy which is renewed shall be considered to have been approved as policy on the date of renewal.
15. Any policy which is not renewed or referred elsewhere shall immediately lapse.
16. Any policy which is referred to an Officer or committee and not renewed or amended before the end of the next academic term shall immediately lapse.

Standing Order C: Elections and Referendums

1. The election of Sabbatical Trustees, Student Trustees and delegates to the National Union of Students National Conference shall be conducted annually on such dates as Assembly and the Board of Trustees shall agree.
2. Governance and Grants Committee shall decide the dates of the nomination period, training, hustling and other events relevant to the administration of such elections in order to ensure maximum participation by Members in the election process.
3. Such elections shall be conducted by electronic cross-campus ballot using the Single Transferable Vote method, as detailed in an Appendix to these Standing Orders.
4. All other Officers and delegates shall be elected in accordance with regulations as may be decided from time-to-time by Assembly.
5. By-elections shall be conducted in a similar manner as outlined above.

Returning Officers

6. The Senior Returning Officer and Deputy Returning Officer shall be appointed annually by the Board of Trustees.
7. Neither the Senior Returning Officer nor the Deputy Returning Officer shall be a Member of the Union.
8. The Senior Returning Officer shall have overall responsibility for the conduct of all cross-campus ballots including the counting of the ballot
9. The administration of the election shall be managed by the Deputy Returning Officer.
10. Any changes to the election regulations must be approved by Assembly and the Board of Trustees and the University Secretary.

Complaints

11. The Deputy Returning Officer shall receive and investigate complaints.
12. Decisions made by the Deputy Returning Officer may be appealed to the Senior Returning Officer.
13. Decisions made by the Senior Returning Officer may be appealed to Governance and Grants Committee.

Re-Open Nominations

14. The option to Re-open Nominations shall be treated as a candidate in all elections.

Referendums

15. Notice of all referendums shall be given using the methods specified in the Standing Orders for cross-campus ballots, in the form of the motion to be voted upon.
16. A referendum shall take the form of an electronic cross-campus ballot.
17. Voting and the counting of votes shall take place in accordance with these Standing Orders and be treated as an election under the Election Regulations, except for the following:
 - 17.1. that there shall be no 'Re-Open Nominations' option;

- 17.2. voting shall start no sooner than seven and no later than twenty-one clear days after notice is given.
18. A budget shall be made available to a Member wishing to support one or more options in a referendum for the production of publicity in support of these options.
19. Such budgets shall be approved by Governance and Grants Committee.

Standing Order D: Assembly

Role and Powers

1. The primary role and powers of Assembly shall be as laid out in the [Constitution Articles of Association](#).
2. Assembly shall have the following additional powers:
 - 2.1. To ratify grant allocations to Student Groups on the recommendation of the Governance and Grants Committee;
 - 2.2. To oversee the annual action plans of the Sabbatical Trustees;
 - 2.3. To identify priorities for and oversee the annual action plans of its sub-committees.

Membership

3. The membership of Assembly shall be constituted as follows:
 - 3.1. The Sabbatical Trustees;
 - 3.2. The Presidents of the recognised Associations;
 - 3.3. The Chair or delegate of each committee of Assembly;
 - 3.4. One Academic Representative from each level of study (undergraduate, post graduate taught and postgraduate research) [for each faculty](#) as elected by Academic Affairs [Forum Committee](#);
 - 3.5. One person from each College, elected by and from the respective members of those Colleges;
 - 3.6. One person elected by Media Forum;
 - 3.7. Four open places to be elected by Assembly members, of which one must be a first year undergraduate student [and one must be a postgraduate](#).

Quorum

4. The quorum shall be 50% plus one of the membership in post at the time of the meeting.
5. Any voting or decision made at a meeting that does not achieve quorum must be ratified at the next Assembly meeting quorate.

Dates of meetings

6. There shall be a minimum of two meetings of Assembly in each of the Michaelmas and Epiphany terms and a minimum of one meeting in the Easter term.
7. Governance and Grants Committee shall confirm the dates for meetings of Assembly.
8. Additional meetings may be called by Governance and Grants Committee at the request of ten members of Assembly or by the Trustees.
9. Five clear days' notice is required for additional meetings.
10. Governance and Grants Committee shall publish the agenda at least seven clear days in advance of the meeting.

Voting

11. All members of Assembly shall be entitled to vote on all matters of Assembly, except where explicitly excluded in these Standing Orders.
12. All members of Assembly shall hold no more than one vote each.

13. A voting member may send a delegate who may vote in their place to any Assembly meeting upon the consent of the Governance and Grants Committee. Any request to send a delegate must be sent Governance and Grants Committee no later than four clear days before Assembly.

14. Conflicts of interest shall be declared and the member declaring a conflict shall not be entitled to debate and vote on the matter where the member has a direct or indirect interest in the matter before Assembly.

- ~~15~~4. Voting on all matters except elections shall be by show of hands or any other method approved by the Governance and Grants Committee

- ~~16~~5. Voting on elections shall be conducted by secret ballot.

- ~~17~~6. A vote on a motion which does not reach a simple majority of those members of Assembly present and voting shall be deemed to have been defeated.

- ~~18~~7. The Chair shall not have a vote or a casting vote.

Election of Chair and Vice-Chair

- ~~19~~8. The election of the Chair and Vice-Chair shall be considered at the first meeting of the Academic Year.

- ~~20~~9. Assembly shall elect a Chair from amongst the Members of the Union.

- ~~21~~9. Assembly shall elect a Vice-Chair from members of Assembly.

- ~~22~~4. The Chair shall be prohibited from holding any other role within the Union Assembly or any of its committees or the Board of Trustees or any of its committees or any Common Room executive committee or equivalent excluding membership of Governance Committee and any role explicitly authorised in the ~~Constitution~~[Articles of Association](#) or these Standing Orders.

- ~~23~~2. During the process of electing the Chair, the President shall act as Chair.

- ~~24~~3. If the Chair or Vice-Chair is unavailable for a meeting, or part of a meeting, the Assembly shall elect from its membership an acting Chair for the time during which the Chair or Vice-Chair is unavailable.

Proceedings

- ~~25~~4. Items for inclusion on the agenda shall be submitted to Governance and Grants Committee at least ten clear days before the meeting at which they are to be discussed.

- ~~26~~5. Governance and Grants Committee shall finalise the agenda.

- ~~27~~6. The agenda and supporting documentation shall be published at least seven clear days before the meeting.

- ~~28~~7. Governance and Grants Committee shall have discretion to include items which could not reasonably have been submitted at least ten clear days before the meeting.

- ~~29~~8. Any such item must be of an urgent nature to the Members of the Union and could not reasonably be held over until the next meeting of Assembly.

- ~~30~~9. Amendments to any motion must be submitted to Governance and Grants Committee at least four clear days before the meeting.

- | ~~2930~~.1. Minor amendments to the text of a motion may be proposed at the meeting and accepted at the discretion of the Chair provided they do not change the overall intent or effect of the motion.
- | ~~319~~. The Chair shall be responsible for the orderly conduct of meetings.
- | ~~324~~. Debates on motions shall normally follow this order:
 - ~~342~~.1. member ~~of Assembly~~ proposing the motion;
 - ~~342~~.2. requests for clarification from members ~~of Assembly~~;
 - ~~342~~.3. member ~~of Assembly~~ opposing the motion;
 - ~~342~~.4. alternating members of Assembly proposing and opposing the motion;
 - ~~342~~.5. members of Assembly with general comments on the motion;
 - ~~342~~.6. summation by the opposition;
 - ~~324~~.7. summation by the proposer.
- | ~~323~~. Amendments shall be debated after the first proposition speech and in the same order outlined in clause ~~324~~.
- | ~~334~~. The first proposition speech and the first opposition speech shall be of no more than three minutes' duration. Other speeches shall be of no more than two minutes duration.
- | ~~345~~. The Chair shall have the right to restrict the number of speeches in favour of or opposed to the motion if no new material is being introduced to the debate.
- | ~~365~~. Proceedings shall be recorded by a member of Union staff nominated by the Chief Executive.

Attendance

- | ~~376~~. Any member of Assembly who cannot attend a meeting shall submit apologies to Governance and Grants Committee in advance of that meeting.
- | ~~367~~.1. Failure to attend two or more successive meetings without good cause may result in censure.
- | ~~378~~. Any Member of the Union may attend and speak at meetings of Assembly.
- | ~~389~~. All members of Governance and Grants Committee ~~shall~~ should attend meetings of Assembly.
- | ~~4039~~. Any members of Union staff may attend meetings of Assembly and may speak at the discretion of the Chair.

Standing Order E: Committees and Forums

1. There will be committees and forums as approved by Assembly and described in the appendices to these Standing Orders.
2. All Members of the Union will be entitled to attend and speak at committee and forum meetings.
3. Any Committee may, with good reason, pass a motion by simple majority of the voting membership to meet in closed session. Any such motion shall apply only for the specified agenda item and will be reflected in the minutes.

Proceedings

4. Committees and forums shall publish a calendar of meeting dates as soon as practicable after the start of each Academic Year.
5. Committees and forums shall publish agendas and minutes for all meetings.
6. Committees shall present a work plan to Assembly on an annual basis and present an update report to all Assembly meetings.
7. Committees shall aim to develop policy for its own adoption, for recommendation for Assembly or for submission to a national conference. Any policy adopted by a committee must have been voted on by a minimum of 50% plus one members.
8. If a motion is submitted to Assembly, ~~this can~~, it may be deferred by Assembly Governance and Grants Committee to a relevant subcommittee for scrutiny.
9. Committees should work with and advise the Student Officers who are members of that committee.
10. Committee and forum meetings shall seek to reach decisions based on consensus. If decisions cannot be reached by consensus, a simple majority by show of hands shall suffice.
11. Each committee shall elect a chair from amongst their membership unless otherwise stated within these Standing Orders or Appendices.
12. The chair shall be responsible for ensuring the orderly conduct of meetings, including the timely dissemination of the agenda and papers
13. Proceedings of committees shall be recorded.
14. Committees shall have the power to establish working groups to undertake specific tasks.

Terms of Reference

15. The Terms of Reference of each committee shall be approved by Assembly and held as Appendices to these Standing Orders.
16. Committees and forums other than sub-committees of the Board of Trustees, without specific provision in the ~~Constitution~~Articles of Association or these Standing Orders must have Terms of Reference approved annually by Assembly.

Complaints

17. Complaints about the conduct of a committee, forum or member in attendance at a committee or forum meeting must be made, in the first instance, to the chair of that Committee or forum or, thereafter, to Governance and Grants Committee.

Standing Order F: Sabbatical Trustees

1. Sabbatical Trustees (hereafter "Student Officers") will hold office from 1st August in the Year of their election until 31st July of the following Year. The Board will have discretion to vary this to allow students to finish assessment for their programme, so long as the Officer is in post for no more than 12 months.
2. Retiring Student Officers are required to assist in training their successors to facilitate a smooth handover period.
3. Incoming Student Officers will receive a maintenance payment on a pro rata basis for training or events attended during this period.
4. There shall be five Student Officers:
 - 4.1. President;
 - 4.2. Undergraduate Academic Officer;
 - 4.3. Postgraduate Academic Officer;
 - 4.4. Welfare and Liberation Officer;
 - 4.5. Opportunities Officer.

Duties and Responsibilities

5. The Student Officers shall have the following duties:
 - 5.1. act as a Trustee of the Union;
 - 5.2. promote and defend the rights of members and act in the best interest of the Union at all times;
 - 5.3. actively lead campaigns across all of the Durham University campuses on a range of issues that affect the diverse range of members including development of policy;
 - 5.4. implement and uphold Union policy at all times;
 - 5.5. work together as the Student Officer Team to deliver the strategic objectives and annual officer action plans;
 - 5.6. attend, and report on their work to, Assembly and other committees when required;
 - 5.7. attend ceremonial events on behalf of the Union;
 - 5.8. attend committees as outlined in the committee membership list;
 - 5.9. abide by the Seven Principles of Public Life ('Nolan Principles');
 - 5.10. attend staff development and training as required;
 - 5.11. collaborate with Union staff, to enhance services for members;
 - 5.12. have lead Student Officer responsibility for the development of strategies and plans relating to their portfolios;
 - 5.13. working to increase participation and to lower and/or remove barriers to participation in Union activities;
 - 5.14. working within the democratic structures to debate and discuss policies and issues and to implement policies; and
 - 5.15. fulfil any duties and obligations that arise consequentially upon signing a Sabbatical Trustee contract.
6. individual Student Officers shall also have for the following duties:

President

- 6.1. The President shall have lead Student Officer responsibility for:

- 6.1.1. increasing participation and engagement by members in the activities, democracy and governance of the Union and its subsidiary groups;
- 6.1.2. effective implementation and administration of the governance and democratic structures of the Union;
- 6.1.3. communications, including being the chief spokesperson;
- 6.1.4. liaison between the Union and the University;
- 6.1.5. liaison between the Union and the Common Rooms;
- 6.1.6. liaison between the Union and the National Union of Students (NUS);
- 6.1.7. liaison between the Union and the local community;
- 6.1.8. liaison between the Officer Team and the Durham SU Chief Executive;
- 6.1.9. leading the Durham University delegation at NUS National Conference; and
- 6.1.10. coordinating the Student Officer Team.

Undergraduate Academic Officer

- 6.2. The Undergraduate Academic Officer shall be studying at an undergraduate level at the time of the election and will have lead Student Officer responsibility for:

- 6.2.1. leading Durham SU's policy and campaigns on undergraduate academic matters;
- 6.2.2. liaising with departments and faculties to improve undergraduate academic experience;
- 6.2.3. supporting student representatives to effectively improve undergraduate academic experience;
- 6.2.4. undergraduate academic support, learning resources and study facilities;
- 6.2.5. undergraduate academic quality evaluation projects; and
- 6.2.6. holding termly meetings with members regarding academic interests.

Postgraduate Academic Officer

- 6.3. The Postgraduate Academic Officer shall be studying at a postgraduate level at the time of the election and will have lead Student Officer responsibility for:

- 6.3.1. leading Durham SU's policy and campaigns on postgraduate academic matters;
- 6.3.2. liaising with departments and faculties to improve postgraduate academic experience;
- 6.3.3. supporting student representatives to effectively improve postgraduate academic experience;
- 6.3.4. postgraduate academic support, learning resources and study facilities;
- 6.3.5. postgraduate academic quality evaluation projects; and
- ~~6.3.6.~~ holding termly meetings with members regarding academic interests.

Welfare and Liberation Officer

- 6.4. The Welfare and Liberation Officer shall have lead Student Officer responsibility for:

- 6.4.1. leading Durham SU's policy and campaigns on welfare, including health and wellbeing, accommodation and ~~championing~~ equality and diversity
- 6.4.3. enhancing non-academic facilities within the University;
- 6.4.4. championing equality and diversity;
- 6.4.2. supporting and coordinating self-defining students to come together in Durham SU's Liberation associations and liberation and rights campaigns;
- 6.4.3. supporting student representatives to effectively improve welfare and liberation at Durham University
- 6.4.4. internal and external community liaison, including statutory bodies;
- 6.4.7. championing the Union's work in the community, including charity fundraising.

Opportunities Officer

- 6.5 The Opportunities Officer shall have lead Student Officer responsibility for:

- 6.5.1. leading Durham SU's policy and campaigns on student opportunities and activities for all Durham students, including but not limited to Student Groups, student media, charity fundraising and volunteering.
- 6.5.2. lead Durham SU's policy and campaigns to enhance student personal development through supporting students to participate in opportunities that develop them, have fun, and make a difference to the world around them.
- 6.5.3. liaison with the University on wider student experience and development.
- 6.5.4. leading Durham SU's engagement with Experience Durham.

Reporting

- 7. Student Officers are required to present an annual action plan to the first Assembly meeting of the Academic Year.
- 8. Student Officers shall present an update on the annual action plan to every regular meeting of Assembly.

Standing Order G: Student Groups

1. Student Groups shall include ~~clubs~~, Societies, the Associations, Media, Nightline, and DUCK.

Clubs and Societies

2. Any ~~Club or Society~~ Student Group whose aims and objectives do not contravene the Union's policies and procedures may apply to be ratified ~~affiliate~~ as a society Student Group of the Union.

~~3. Only affiliated Societies are permitted to use the name "Durham University" in their title.~~

- ~~34.~~ Connection with a religious or party political organisation shall not be a bar to affiliation.

- ~~45.~~ Ratification or any changes to any Student Group's constitution must be approved by Assembly Societies Committee after agreement by the membership of the Student Group.

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- ~~56.~~ Assembly shall approve the Student Group Agreement ~~regulations~~ setting out conditions for new or continuing affiliation of Student Groups. Societies Committee will be responsible for approving new societies and continued affiliation.

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~~56.1.~~ Any such regulations are subject to the approval of the Secretary and shall form an Appendix to these Standing Orders.

- ~~67.~~ Assembly may, with good reason, suspend or terminate the affiliation of any Student Group to the Union.

Societies

- ~~7.~~ There shall be the opportunity for students to set-up and run Societies, bringing together students of shared interest.

- ~~8.~~ Societies Committee will be responsible for approving new Societies and continued ratification.

- ~~9.~~ Societies will be subject to annual registration to continue as a ratified student group.

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Associations

- ~~108.~~ There shall be Associations which shall be responsible for providing representation and, where appropriate, support and social opportunities and activities, for students identifying with those Associations.

- ~~119.~~ The recognised Associations shall be:

- ~~119.1.~~ Students with Disabilities Association;
- ~~119.2.~~ International Students' Association;
- ~~119.3.~~ Lesbian, Gay, Bisexual and Transgender + Association;
- ~~119.4.~~ Mature Students' Association;
- ~~119.5.~~ People of Colour.

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- ~~129.~~ Each Association shall present to Assembly a constitution for approval which will comply with these Standing Orders and Union policies.

- ~~134.~~ Each Association shall elect a President on an annual basis.

- | 142. Each Association shall produce and present at the first Assembly meeting of the academic year, an annual work plan detailing how it intends to comply with its representation responsibilities and, if appropriate, its support and social responsibilities.
- | 153. Each Association shall hold an open meeting once a term for anyone who self-defines as belonging to that Association. These will be chaired by the association President and will discuss issues that are currently affecting the membership.
- | 164. Associations will not be subject to annual ratification by Assembly but any changes to an Association's constitution must be approved by Assembly.

DUCK

- | 175. As the fundraising arm of the Students' Union, DUCK will be responsible for organising events and activities to raise awareness of or money for chosen charities and support all students fundraising activity at Durham University.
- | 186. For the purpose of elections within DUCK, all full members of the Students' Union are considered members of DUCK.
- | 197. There shall be an election on an annual basis for DUCK committee positions.
- | 2048. The membership of the committee shall be defined in the DUCK handbook; any changes to this handbook must be approved by Assembly on an annual basis.
- | 2149. DUCK will not be subject to annual ratification by Assembly.

Nightline

- 22. Nightline is a student-led listening and signposting service for students, provided by trained volunteers.
- 23. The structure of the group shall be defined in the Nightline constitution.
- 24. Nightline will not be subject to annual ratification by Assembly.

Media

- 25. The defined Media groups shall be groups that undertake media activities which allow for the diverse range of interests of all Durham Students; where students are both the producers of media and its primary consumers.
- 26. Media activities shall be guided by the mission and values of Media at Durham Students' Union.
- 27. Media groups will not be subject to annual ratification by Assembly.

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Standing Order H: Academic Representatives

1. There shall be representatives at Course, School/Department and Faculty level who shall be responsible for representing students' views on academic matters.
2. All academic representative roles shall be recruited in line with the academic representative recruitment framework.

Course Representatives

3. Each Course Constituency shall elect a number of Course Representatives.
4. The number of Course Representatives shall be approved annually by Assembly after consultation with the University.
5. Course Representatives shall be elected by and from a Course Constituency of which they are a member.
6. The duties of a Course Representative shall include:
 - 6.1. Fulfilling such duties as are outlined in the academic representative role descriptions;
 - 6.2. Actively participating in training events;
 - 6.3. Proactively communicating with and seeking feedback from peers on their academic experiences and reporting back on decisions or other actions;
 - 6.4. Representing students' view from their course at meetings;
 - 6.5. Participating in academic campaigns organised by the Union.

School/Department Representatives

7. There shall be one School/Department Representative in each school/department.
8. The School/Department Representatives shall be elected by and from the Course Representatives in each respective school/department.
9. The duties of a School/Department Representative shall include:
 - 9.1. Fulfilling their duties as outlined in the academic representative role description;
 - 9.2. Representing students' views from across the school/department at meetings;
 - 9.3. Actively participating in training events;
 - 9.4. Proactively communicating with, seek feedback from and leading Course Representatives from their respective school/department and reporting back on decisions or other actions;
 - 9.5. Participating in academic campaigns organised by the Union.

Faculty Representatives

10. There shall be ~~nine~~ eighteen Faculty Representatives who shall be appointed by the Union from the following constituencies:
 - 10.1. Arts and Humanities (undergraduate) x2
 - 10.2. Arts and Humanities (postgraduate – taught) x2
 - 10.3. Arts and Humanities (postgraduate – research) x2
 - 10.4. Science Faculty (undergraduate) x2
 - 10.5. Science Faculty (postgraduate – taught) x2
 - 10.6. Science Faculty (postgraduate – research) x2
 - 10.7. Social Science and Health (undergraduate) x2
 - 10.8. Social Science and Health (postgraduate – taught) x2
 - 10.9. Social Science and Health (postgraduate – research) x2

11. The duties of a Faculty Representative shall include:

- 11.1. Fulfilling those duties outlined in the academic representative role description;
 - 11.2. Representing students' views from across the faculty at meetings;
 - 11.3. Actively participating in training events;
 - 11.4. Attending and representing students' views at Assembly;
 - 11.5. Proactively seeking feedback from course and departmental representatives in their respective faculty;
 - 11.6. Participating in academic campaigns organised by the Union.
12. A Faculty Representative may not simultaneously act as a Course or School/Department Representative.

Term of Office

13. The term of office of all academic representatives shall be one academic year.
14. Course or School/Department Representatives may be removed from their positions by a majority vote of the members of the constituency from which they were elected.
15. Faculty Representatives may be removed from their positions by Assembly or by a majority vote of the School/Department Representatives in the respective Faculty.

Standing Order I: Conditions of Office

1. Any Committee Member may resign their committee membership by writing to Governance and Grants Committee, which will notify Assembly.
2. Where an Officer or committee member resigns from their position, a by-election must be held to fill the vacant position.
3. The remuneration of the Sabbatical Trustees shall be considered annually by the Board of Trustees.

Standing Order J: Disciplinary Processes

1. Assembly may, with good reason, approve by simple majority a motion of censure of any Officer, Assembly, or Committee member elected by the structures of the Union.
2. Assembly may approve a motion of no confidence in any Officer, Assembly or Committee member elected by itself or any of its sub-committees, to remove that person from office or prevent them taking up office.
 - 2.1. Any such motion must pass by a two-thirds majority or, if a motion of censure has previously been passed against that person, by a simple majority.
3. Disciplinary procedures shall be laid out in the Disciplinary Procedures Policy.

Standing Order K: Sub-committees of the Board of Trustees

The sub-committees of the Board of Trustees shall be constituted as outlined in this Standing Order.

Audit and risk committee

Role and responsibilities

1. The audit and risk committee is a sub-committee of the Board of Trustees and shall report directly to the Board.
2. The committee shall oversee all systems, controls and processes which may affect the Union's ability to meet its objectives.
3. The committee shall be responsible for:
 - 3.1. ensuring that satisfactory risk management processes are in place;
 - 3.2. ensuring that a satisfactory internal control environment is in place;
 - 3.3. considering reports from the external auditors;
 - 3.4. considering relevant areas of the annual report;
 - 3.5. overseeing compliance with statutory and regulatory requirements;
 - 3.6. advising the Board on the appointment and effectiveness of the external auditors.
4. The Board may assign other responsibilities from time-to-time.
5. The committee is authorised by the Board to deal with any appropriate matter falling within its terms of reference.
6. The committee is authorised by the Board to obtain appropriate legal and other professional advice in order to fulfil its responsibilities, but it must not incur direct expenditure without the prior approval of the Board.

Membership

7. The membership of the committee shall be appointed annually by the Board.
8. Subject to a majority of the members being Student Members, the membership shall include:
 - 8.1. at least one but no more than two Student Officers;
 - 8.2. at least one but no more than two Student Trustees;
 - 8.3. at least one but no more than two Co-opted Trustees; and
 - 8.4. no more than two additional members with relevant experience who shall not be Members or staff of the Union.
9. No member may serve for more than three years.
10. The chair of the committee shall be appointed by the Board from amongst the Co-opted Trustees.

Attendance

11. The chief executive, the director of operations and the governance support manager shall normally attend meetings.
12. A representative of the external auditor shall be invited to attend meetings.
13. The committee may invite other staff or advisors to attend meetings as required.
14. The University shall nominate a member of University staff to attend meetings.

Proceedings

15. The committee shall meet at least three times per year.
16. The quorum shall be three members.
17. The committee shall report back to the Board in writing after each meeting.

Finance committee

Role and responsibilities

1. The finance committee is a sub-committee of the Board of Trustees and shall report directly to the Board.
2. The committee shall oversee the Union's financial affairs.
3. The committee shall be responsible for:
 - 3.1. reviewing monthly financial reports including management accounts, cash flow projections, balance sheet and capital expenditure;
 - 3.2. overseeing the annual budgeting process including capital planning;
 - 3.3. overseeing the production of the annual report;
 - 3.4. overseeing financial policies including investments and reserves;
 - 3.5. overseeing internal financial procedures;
 - 3.6. approving expenditure which is not provided for in the budget subject to any limits applied by the Board from time-to-time;
 - 3.7. acting on other financial matters;
 - 3.8. making recommendations to the Board on all of the above.
4. The Board may assign other responsibilities from time-to-time.
5. The committee is authorised by the Board to deal with any appropriate matter falling within its terms of reference.
6. The committee is authorised by the Board to obtain appropriate legal and other professional advice in order to fulfil its responsibilities, but it must not incur direct expenditure without the prior approval of the Board.

Membership

7. The membership of the committee shall be appointed annually by the Board.
8. Subject to a majority of the members being Student Members, the membership shall include:
 - 8.1. the President;
 - 8.2. at least one but no more than two other Student Officers;
 - 8.3. at least one but no more than two Student Trustees;
 - 8.4. at least one but no more than two Co-opted Trustees; and
 - 8.5. no more than two additional members with relevant experience who shall not be Members or staff of the Union.
9. No member may serve for more than three years.
10. The chair of the committee shall be appointed by the Board from amongst the Co-opted Trustees.

Attendance

11. The chief executive, the director of operations and the finance manager shall normally attend meetings.
12. The committee may invite other staff or external advisors to attend meetings as required.
13. The University shall nominate a member of University staff who shall normally attend meetings.

Proceedings

14. The committee shall meet at least six times per year.
15. The quorum shall be four members.
16. The committee shall report back to the Board in writing after each meeting.

Human resources and remuneration committee

Role and responsibilities

1. The human resources and remuneration committee is a sub-committee of the Board of Trustees and shall report directly to the Board.
2. The committee shall oversee the human resources affairs of the Union.
3. The committee shall be responsible for:
 - 3.1. overseeing human resources policies and procedures;
 - 3.2. overseeing the benefits of employment;
 - 3.3. approving the recommendations of the chief executive on staff remuneration;
 - 3.4. approving the chief executive's remuneration;
 - 3.5. making recommendations to the Board on all of the above.
4. The Board may assign other responsibilities from time-to-time.
5. The committee is authorised by the Board to deal with any appropriate matter falling within its terms of reference.
6. The committee is authorised by the Board to obtain appropriate legal and other professional advice in order to fulfil its responsibilities, but it must not incur direct expenditure without the prior approval of the Board.

Membership

7. The membership of the committee shall be appointed annually by the Board.
8. Subject to a majority of the members being Student Members, the membership shall include:
 - 8.1. at least two but no more than three Student Officers;
 - 8.2. at least one but no more than two Student Trustees;
 - 8.3. at least one but no more than two Co-opted Trustees; and
 - 8.4. no more than two additional members with relevant experience who shall not be Members or staff of the Union.
9. No member may serve for more than three years.
10. The chair of the committee shall be appointed by the Board from amongst the Co-opted Trustees.

Attendance

11. The chief executive and the director of learning shall normally attend meetings.
12. The committee may invite other staff or external advisors to attend meetings as required.

Proceedings

13. The committee shall meet at least three times per year.
14. The quorum shall be three members.
15. The committee shall report back to the Board in writing after each meeting.

Governance and appointments committee

Role and responsibilities

1. The governance and appointments committee is a sub-committee of the Board of Trustees and shall report directly to the Board.
2. The committee shall oversee the Board-level governance of the Union.
3. The committee shall be responsible for:
 - 3.1. evaluating the effectiveness of the Board-level governance structure, including sub-committees;
 - 3.2. overseeing compliance with relevant regulatory, legal and code of practice requirements;
 - 3.3. overseeing the recruitment process for Co-opted Trustees;
 - 3.4. making recommendations to the Board on all of the above.
4. The Board may assign other responsibilities from time-to-time.
5. The committee is authorised by the Board to deal with any appropriate matter falling within its terms of reference.
6. The committee is authorised by the Board to obtain appropriate legal and other professional advice in order to fulfil its responsibilities, but it must not incur direct expenditure without the prior approval of the Board.

Membership

7. The membership of the committee shall be appointed annually by the Board.
8. Subject to a majority of the members being Student Members, the membership shall include:
 - 8.1. the President;
 - 8.2. at least one but no more than two other Student Officers;
 - 8.3. the Chair of Assembly;
 - 8.4. at least one but no more than two Student Trustees;
 - 8.5. at least one but no more than two Co-opted Trustees; and
 - 8.6. no more than two additional members with relevant experience who shall not be Members or staff of the Union.
9. No member may serve for more than three years.
10. The chair of the committee shall be appointed by the Board from amongst the Co-opted Trustees.

Attendance

11. The chief executive and governance support manager shall normally attend meetings.
12. The committee may invite other staff or external advisors to attend meetings as required.

Proceedings

13. The committee shall meet at least three times per year.
14. The quorum shall be three members.
15. The committee shall report back to the Board in writing after each meeting.

Appendix C1: Cross-campus Election Regulations

Roles & Responsibilities

College Election Co-ordinators

1. Every Common Room shall appoint a College Elections Co-ordinator (CEC).
2. College Election Coordinators shall be required to remain neutral for the duration of the elections period.
3. College Election Coordinators shall be responsible for:
 - 3.1 the oversight of College voting stations;
 - 3.2 promotion of the elections in Colleges.

Candidates

4. Any candidate who is responsible for the administration of elections shall not carry out any such duties for the duration of the election period.
5. Assembly shall appoint a temporary replacement to cover the candidate's responsibilities, if necessary.
6. Candidates standing in cross-campus elections must be proposed and seconded by Members of the Union.
7. Candidates shall be required to comply with all reasonable requirements of the Deputy Returning Officer including but not limited to the following:
 - 7.1 Submitting all required documentation and materials before the published deadlines;
 - 7.2 Attending training, briefings, hustings and other events as part of the election process;
 - 7.3 Complying with all Union and University policies and regulations and the law;
 - 7.4 Managing the conduct of their campaign teams.

Nominations

8. The period for receipt of nomination forms for cross-campus elections shall be open for no fewer than seven clear days and more than fourteen clear days.
9. A nomination for election shall be deemed valid if it complies with the requirements of the nomination form.

Campaigning

10. Candidates/campaigns shall act in a responsible manner.
11. Candidates/campaigns shall not canvass in libraries or other places used exclusively for study.
12. Candidates/campaigns shall not use Union, University or similar resources to which they have access by virtue of an office or position of responsibility unless equal access to such resources is available to all candidates in the election.
13. Candidates/campaigns shall not accept sponsorship from any third party.
14. Candidates/campaigns shall not seek endorsement from any person who is involved in the administration of the elections.

15. Candidates/campaigns are permitted to spend a maximum of £60 on their campaign of which the Union will reimburse up to £40 on presentation of the required documentation, including receipts.
16. The Union will publish all manifestos online.
17. Candidates/campaigns must comply with any request from the Senior Returning Officer or Deputy Returning Office to access or view and materials including social media published by any candidate.

Husting Sessions

18. Governance and Grants Committee shall organise candidate husting sessions to be held at appropriate locations across the University for the purposes of Student Officer candidates husting and for Members to ask questions of the candidates.
19. Such sessions shall be of a form and at such times as Governance and Grants Committee decides in order to maximise participation by Members in the election process.

Voting and Counting

20. Voting shall take over four days and shall commence at 08:00 on the first day and cease at 17:00 on the fourth day.
21. The Senior Returning Officer may suspend voting at certain times if necessary to ensure the security and integrity of the ballot.
22. The count will be conducted as soon as practicable after the close of the voting period.
23. The results will be confirmed and published as soon as practicable but only after all complaints relating to the conduct of the election have been resolved.

Complaints

Registering a complaint

24. All complaints regarding the conduct of those involved in any election or the fairness of said election or application of the election regulations or other Union policies or University regulations during any election shall be directed to the Deputy Returning Officer and shall normally be submitted prior to the announcement of the result.
25. Any complaint which at the discretion of the Deputy Returning Officer could not have reasonably been submitted before the announcement of the result may be considered after the result has been announced.
26. All complaints must be submitted in writing to the Deputy Returning Officer.
27. Complaints shall only be accepted from Members.

Investigating a complaint

28. The Deputy Returning Officer will investigate all complaint(s) to determine whether a breach of regulations is likely to have occurred and shall present a report to the Senior Returning Officer.
29. The Senior Returning Officer can take any reasonable actions including but not limited to:
 - 29.1 the removal of publicity from any area;
 - 29.2 the alteration of details on any website and/or social network site used as publicity;
 - 29.3 a deduction in the subsidy the Union pays to the candidate(s);
 - 29.4 exclusion of a candidate or group of candidates;

29.5 invalidation of the election to the relevant positions; or
29.6 any other lesser sanction that the Senior Returning Officer may deem appropriate to the offence.

30. Where a complaint has been received in regards to a breach in any University policy or regulation, the complainant will also be directed to the University's complaints procedures.

Appeals

31. A candidate may appeal to the Governance and Grants Committee any decision made by the Senior Returning Officer.
32. An appeal must be submitted in writing to the Governance and Grants Committee within one working day of the Senior Returning Officer's decision being notified to the candidate.
33. The bases on which Governance and Grants Committee may uphold an appeal are:
- 33.1 due process has not been followed correctly;
33.2 new evidence has emerged since the original decision which may affect a result or decision;
33.3 no decision has been made within a reasonable time.
34. A meeting of Governance and Grants Committee shall be convened within 48 hours of receiving a complaint.
35. Governance and Grants Committee's decisions will be published and communicated to the appellant within two working days.
36. If the appellant is not satisfied with the outcome of the appeal, he or she can make a complaint under the Union's complaints procedure.

Appendix E1: Committee and Forum Membership and Objectives

1. The membership and objectives of committees and forums shall be as detailed in this Appendix. Meeting frequency as noted in the table is guidance; meeting frequency is to be determined by each committee or forum.
2. Committees and forums may review their membership and objectives and in accordance with the provisions of the [Constitution-Articles of Association](#) and these Standing Orders suggest changes.
3. All committees may make policy or policy recommendations to Assembly relating to their respective areas of responsibility and objectives.

Committee	Objectives	Membership	Meetings	Chair
Academic Affairs Committee	<p>To identify and discuss matters relating to academic affairs and academic support across the University.</p> <p>To develop or recommend academic policy for the Union</p> <p>To share best practice and learn from each other's experiences</p> <p>To work with and advise the Academic Affairs Officer</p> <p>To direct the work of the Union on all academic and academic support matters</p> <p>Attend Academic Affairs Forum</p> <p>To elect representatives for Assembly</p>	<p>Postgraduate and Undergraduate Academic Affairs-Officers</p> <p>Faculty Representatives</p> <p>3-1 x representatives of academic societies voted by Assembly Societies Forum</p>	Monthly	Elected by and from the core membership excluding the Academic Affairs Officers
DUCK Committee	<p>To discuss matters and work on issues relating to fundraising at Durham University</p>	<p>DUCK Chair</p> <p>Elected members of the DUCK Executive Committee (DUCK handbook)</p>	Fortnightly	DUCK Chair
Environmental and Citizenship Committee	<p>To identify and discuss ethical and environmental matters</p> <p>To raise awareness and lead campaigns on ethical and environmental issues among Members of the Union and Durham community</p>	<p>Community President and Opportunities Officer</p> <p>3 x representatives of political and causes societies voted by Assembly</p> <p>3 x open positions voted by</p>	Monthly	Elected by and from the membership excluding the Community President and

	<p>To identify, draft, adopt or recommend policy on issues relating to ethics, the environment and active citizenship</p> <p>To discuss matters relating to students as members of the Durham and Stockton communities</p> <p>To work to improve the experience of living out whilst at University</p> <p>To work to improve relations between students and permanent residents of the communities</p> <p>To work with and advise the Community President and Opportunities Officer</p>	Assembly.		Opportunities Officer
Governance and Grants Committee	<p>To review and make recommendations on governance</p> <p>To review policy seeking adoption by Assembly</p> <p>To oversee the administration of all elections</p> <p>To work towards increasing democratic participation in the Students' Union</p> <p>To adjudicate on appeals against decisions of the Senior Returning Officer</p> <p>To monitor the progress of policy implementation</p> <p>To allocate grants in accordance with regulations agreed by Assembly and the Board of Trustees</p> <p>To ensure allocated funding is used in compliance with stipulations</p> <p>To review and act on delegation requests</p>	<p>President</p> <p>Activities-Opportunities Officer</p> <p>Chair of Assembly</p> <p>5 x Members elected by Assembly</p> <p>with three of those reserved for those who are members of a society</p> <p>1 x Student Trustee</p>	Monthly	Elected from the membership of the committee excluding officers

Junior Common Room Presidents Committee	<p>To discuss matters relating to Junior Common Rooms (JCRs)</p> <p>To work to enhance the college experience of members of JCRs</p> <p>To work to improve the governance and support available to JCRs</p> <p>To identify, draft, adopt or recommend policy on issues relating to Junior Common Rooms</p>	<p>President</p> <p>President or equivalent of each JCR</p> <p>President of Ustinov Graduate Common Room</p>	Fortnightly	Elected by and from the membership excluding the President
Middle Common Room Presidents Committee	<p>To discuss matters relating to Middle Common Rooms</p> <p>To work to enhance the college experience of members of Middle Common Rooms</p> <p>To work to improve the governance and support available to Middle Common Rooms</p> <p>To identify, draft, adopt or recommend policy on issues relating to Middle Common Rooms</p>	<p>President</p> <p>One representative from the postgraduate communities as elected by each of the colleges</p>	Fortnightly	Elected by and from the membership excluding the President
Societies Committee	<p>To identify and discuss matters relating to Student Groups excluding Associations</p> <p>To review and recommend changes to Student Group Regulations</p> <p>To identify, draft, adopt or recommend policy on issues relating to student groups</p> <p>To work to develop Student Groups and their members</p> <p>To enhance collaboration between Student Groups</p> <p>To work to improve the governance and support available to Student Groups</p> <p>Attend Societies Forum</p> <p>To work with and advise the Activities Officer</p>	<p>Activities-Opportunities Officer</p> <p>12 x Members elected by society members at Societies Forum</p>	Monthly	Elected by and from the membership excluding the Activities Opportunities Officer.

Welfare, Equality & Diversity Committee	<p>To facilitate and organise cross-college campaigns relating to the welfare, equality and diversity of its members.</p> <p>To facilitate welfare representatives to collaborate and to discuss and share best practice</p> <p>To shape the work of the Community Officer with regard to campaigns around welfare, equality or diversity.</p> <p>To work with and advise the Community Officer</p> <p>To identify, draft, adopt or recommend policy on issues relating to welfare, equality and diversity.</p> <p>To support Associations in their representation of all students.</p>	<p>Community Welfare and Liberation Officer</p> <p>1 x Welfare Officer elected in the Colleges</p> <p>1 x Member nominated by each Association</p> <p>3 x members voted by Assembly</p>	Monthly	Elected by and from the membership excluding the Community Welfare and Liberation Officer
Academic Affairs Forum	<p>To discuss, and work to improve, matters relating to academic affairs and academic support</p> <p>To facilitate academic representatives to collaborate and to discuss and share best practice</p> <p>To inform the work of the Union on academic and academic support matters</p> <p>To work to improve undergraduate and postgraduate students' academic experience</p> <p>To elect from current Faculty Representatives (who are not chair of Academic Affairs Committee) to Assembly</p>	<p>Academic Affairs Officer</p> <p>Faculty Representatives</p> <p>Department Representatives</p> <p>Any member interested in academic affairs</p>	Termly	Academic Affairs Officer

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Media Forum	To identify and discuss matters relating to student media To work to develop those groups and their members To enhance collaboration between Media Group members To receive updates regarding issues affecting student media To elect a member of Assembly	Activities-Opportunities Development Officer 2 x Members nominated by each respective Union media group Any member interested in student media	Termly	Development Opportunities Officer
Societies Forum	To identify and discuss matters relating to Student Groups To enhance collaboration between Student Groups To receive updates regarding issues affecting Student Groups	Activities-Opportunities Development Officer Societies Committee members Any member of a Union student group	Termly	Activities Opportunities Officer

Mitie PLC Resolution

Assembly notes:

1. Durham University outsources its facilities management contract to Mitie Group PLC
2. Mitie Group PLC also operates several immigration detention centres around the UK, including Harmondsworth Detention Centre
3. Inspections have criticised these centres. A report by the Chief Inspector of Prisons on Harmondsworth in 2015 described 'desolate' conditions and noted dirty, overcrowded and poorly ventilated residential units.
(<https://www.justiceinspectorates.gov.uk/hmiprisons/wp-content/uploads/sites/4/2016/02/Harmondsworth-web-2015.pdf>)
4. Home Office advice is that immigration detention should be used 'sparingly', but inspectors expressed concerns over 'unreasonably long' detentions at Harmondsworth, with individuals imprisoned for years without trial, even those recommended for release by medical and mental health professionals.
(<https://www.justiceinspectorates.gov.uk/hmiprisons/wp-content/uploads/sites/4/2016/02/Harmondsworth-web-2015.pdf>)
5. Detainees are employed at Mitie's facilities to carry out maintenance work and receive less than £1 an hour for their essential labour.
(<https://corporatewatch.org/news/2014/aug/22/scale-captive-migrant-labour-revealed>)
6. There have been multiple suicides and hunger strikes in facilities operated by Mitie, between 2012 and 2014 the number of serious incidents of self-harm almost quadrupled at Harmondsworth.
7. Durham University's own Corporate, Social and Environmental Policy for Procurement commits it to acting in a 'socially responsible' way when outsourcing services. The policy also includes a commitment to considering the 'social credentials' of potential partners and to respect and uphold human rights.
(<https://www.dur.ac.uk/procurement/suppliers/sustprocpolicy/> Commitment, Point 4 and Business Conduct, Point 10 and Human Rights)
8. The United Nations Declaration on Human Rights includes the right to freedom from 'slavery or servitude', freedom from 'cruel, inhuman or degrading treatment or punishment', freedom from 'arbitrary arrest, detention or exile' and the right to 'a fair and public hearing', all rights which Mitie Group PLC can be argued to be breaching in their operation of immigration detention facilities.

Assembly believes:

1. Durham University should promote the highest standards of individual behaviour and personal accountability, and value social responsibility as a University and in the external partnerships it forms.
2. Mitie Group PLC's business practices are exploitative of some of the most vulnerable members of our society; asylum seekers.
3. Hence, working in partnership with Mitie Group PLC – a corporation with a poor Human Rights record – undermines the University's commitment to "support and respect the protection of internationally proclaimed human rights" and the encouragement of suppliers to "observe international human rights norms within their work" (<https://www.dur.ac.uk/procurement/suppliers/sustprocpolicy/>)
4. Durham Students' Union has a long history as a socially conscious and progressive student body. Durham Students' Union should lead the way in opposing any renewal of Mitie's contract with the University.

Assembly resolves:

1. To mandate the Student' Union President to publicly oppose any renewal of Mitie Group PLC's facilities management contract with Durham University.
2. To mandate the SU President to lobby for a ban on future contracts with Mitie Group PLC and other companies which operate detention centres and/or have records of the institutionalised mistreatment and exploitation of vulnerable people and are therefore in breach of the University's procurement policy (<https://www.dur.ac.uk/procurement/suppliers/sustprocpolicy/>)
3. Mandate the SU President to lobby for more transparency in the procurement process and greater opportunities for student input in determining procurement criteria

This Union Notes:

1. That many postgraduate students at Durham University work as graduate teaching assistants and graduate demonstrators for undergraduate classes and this forms an essential part of the undergraduate experience.
2. That postgraduates who teach (PWT) are sometimes not be given a contract or job description.
3. That PWT are paid a set hourly rate for contact hours and marking, which means other expectations such as reading draft essays, office hours, answering questions from students or additional support is not paid.
4. That PWT who deliver tutorials are only paid for one hour of preparation, which often does not cover the full preparation time required.
5. That departmental inconsistencies exist in marking payment with some departments paying per essay and others per tutorial group independently of the number of students.
6. That the compulsory training for PWT is not paid, despite representing a significant time commitment.

This Union Believes:

1. That every PWT should be properly paid, trained and supported for the work they do.
2. That all PWT should be provided with proper contracts and job descriptions outlining their rights and responsibilities.
3. That any training that is compulsory for PWTs to do their job should be paid.

This Union Resolves:

1. To mandate the Postgraduate Academic Officer to lobby the University for the following :
 - a) That there be a review of centrally set hourly pay for PWT with a commitment to standardising upwards
 - b) Departments to investigate the time needed to properly prepare for tutorials, mark scripts and support students outside the classroom and ensure PWT receive accurate payment for these responsibilities, and proper guidance on the potential time commitments which such preparation might entail in their contract
 - c) To encourage every department to create a TA Liaison Officer who takes responsibility for ensuring PWT feel supported
 - d) Every PWT to be issued with a proper contract and job descriptions outlining their rights and responsibilities
 - e) All compulsory training for PWT to be paid

Coversheet:**Overview: Carers representation, engagement and support at Durham University:**

Currently there is no direct representation for students with caring responsibilities within our Student Union democratic structures outside of LGBT+a and SwDA. From reviewing our University Access Agreement 2017-2018 although student carers are mentioned, this is more in relation to organisation North East Raising Aspirations, which the university is affiliated to. Despite this an a mention of countering support for young carers, they have not been identified as a target group and there are no clear provisions or policy in place including with the scope of our own universities Equality and Diversity policy¹.

Arguably within the North East, Durham Students' Union has fallen significantly behind Northumbria, Newcastle and Newcastle College Students' Unions around engagement and support for student carers. In addition university wide falls behind the support that has been implemented at Newcastle College in regards to supporting student carers via student support services.

Definition of a Carer:

It is also important to recognise that students with caring responsibilities are not the same as student parents or care leavers. A definition of a carer is anyone living with the challenges of caring, unpaid, for a family member or friend who is ill, frail, disabled or has mental health or addiction problems². In contrast this is completely different to form of care a parent would give to their child, although there is a recognised overlap where a parent can also be a carer to either their child, family member or friend.

UK Law:

Currently Carers have limited protections under the Equalities Act (2010) if they are looking after someone who either elderly or disabled³. This however, does not go far enough in recognising the other groups, which are recognised by charities such as the Carers Trust, but falls outside of the Equalities Act (2010). The Carers Act (2014) outlines carers assessment and needs assessment support that local authorities in supporting those that require carer and their carers in regards to residential care and community care⁴.

Aims of the Motion:

If this motion passes it would help provide a foundation to work in ensuring we are building a more inclusive Students Union and University for students with caring responsibilities. In addition that

¹ The University of Durham. *Equality and Diversity Policy*. Available at:

<https://www.dur.ac.uk/equality.diversity/positiveworking/policies/eanddpolicy/>

² *Student Carers Access and Succeed in Higher Education*. Available at:

https://professionals.carers.org/sites/default/files/university_toolkit_master_webversion_final.pdf. [Accessed 14/05/2017] pg6

³ Government Equalities Office (2010): *Equality Act 2010: What do I need to know as a carer?*.

Available:

<http://www.equalityadvisoryservice.com/ci/fattach/get/585/1354033248/redirect/1/session/L2F2LzEvdGltZS8xNDk2ODM0Nzg4L3NpZC80QTJXendrbg==/filename/carers.pdf>

⁴ Carers UK. *Care Act FAQ*. Available at: <http://www.carersuk.org/help-and-advice/practical-support/getting-care-and-support/care-act-faq#q2>

engaging with carers should go beyond the basic focus around open days and be enshrined into both university policy as well as their focus around wider participation from under represented groups.

In addition it will seek to create a students with caring responsibilities place onto our Welfare, Equality and Diversity committee as well as an additional Equality place onto our Student Assembly. Other Students Unions such as FXU⁵ and Northumbria⁶ have an open place equality/liberation representative to represent marginalised or underrepresented groups that are currently not represented within the democratic structures.

Motion: A Student Union that 'Cares'!

Assembly Notes:

1. Over 375,000 young adults identify as having a caring role. A carer is: anyone who cares, unpaid, for a friend or family member who due to illness, disability, poor mental health or an addiction, cannot cope without their support⁷.
2. Many young adult carers cannot access higher education despite 84% of carers expressing a wish to go, and 30% of young adult carers believe their caring role could impede access and performance in higher education⁸.
3. Research carried out by Carers Week outlined where carers say there are no policies in place to support them⁹:
 - Half of carers (50%) have been unable to progress their education;
 - Half of carers (48%) had to give up on their education;
 - One-third of carers (38%) haven't been able to get the grades or qualification they expected;
 - 7 on two carers (71%) have experienced stress, anxiety and depression.
4. No reliable statistics exist on the exact number of students with caring responsibilities, let alone the carer demographics of student carers including numbers of Trans students who may also care¹⁰.

⁵ fxu. Liberation Committee: *Open Liberation Officer*. Available at:

<https://www.fxu.org.uk/pageassets/studentvoice/studentleadership/committees/liberation/Open-Liberation-Officer.pdf>

⁶ MyNSU. *Lay Student Councilors and Equality Reps*. Available at:

<https://www.mynsu.co.uk/speakup/reps/layandequalityreps/>

⁷ Sempik, J & Becker, S (2014). *Young Adult Carers at College and University*. Available at:

https://carers.org/sites/files/carers/youth_adult_carers_at_college_and_university.pdf

[Accessed 1/05/2017] p2

⁸ NUS (2013). *Learning with Care: Experience of student carers in the UK*. Available at:

<https://www.nus.org.uk/Global/NEW%20Carers%20research%20report%20WEB.pdf> [Accessed

14/05/2017] p.11

⁹ Carers Week (2016). *Building Carers Friendly Communities: research report for Carers Week 2016*.

Available at: <https://www.carersuk.org/for-professionals/policy/policy-library/building-carer-friendly-communities-research-report-for-carers-week-2016>

¹⁰ Carers UK (2015). *Facts about carers 2015*. Available at: <https://www.carersuk.org/for-professionals/policy/policy-library/facts-about-carers-2015>. [Accessed 14/05/2017]

5. As of September 2018 students will be asked if they identify as a carer through UCAS. This information will then be passed onto individual universities¹¹.
6. A growing number of universities within the UK have dedicated provisions and services for carers¹²:
 - The University of Winchester
 - The University of Nottingham
 - The University of Oxford
 - The University of Birmingham
 - York St John University
 - Liverpool John Moores University
 - Loughborough University
 - University of Sheffield
 - University of Salford
 - University of Brunel
 - University of Wales, Trinity Saint David
 - De Montford University
 - University of Glasgow
7. These provisions cover a wide range of areas including but not limited to:
 - **A University Policy for Student Carers'**: the University of Salford- We Care: Policy for Students with Caring Responsibilities¹³.
 - **Inclusion of Student Carers as a targeted group within the university's Access agreement**: University of Winchester¹⁴.
 - **Building formal links with local carers organisations** ensure student carers have access to specialised support services, in addition to developing wider participation activities for carers who are considering studying at university¹⁵.
 - **Widening participation programmes and events** for young carers in providing them an opportunity to experience and both higher, including providing a space for their voices to be heard and to work to dispel myths around access to college and university.¹⁶
 - **Young Carers Mentoring scheme**: The University of the West of England has partnered up with The Carers Support Centre (Bristol and South Gloucestershire)

¹¹ Carers Trust. *Campaign Successes: Campaign for a UCAS tick box for carers*. Available at: <https://carers.org/campaign-successes#tickbox>

¹² Carers Trust (2014). *Supporting Students with Caring Responsibilities: Ideas and Practise for University to Help Student Carers Access and Succeed in Higher Education*. Available at: https://professionals.carers.org/sites/default/files/university_toolkit_master_webversion_final.pdf. [Accessed 14/05/2017]

¹³ University of Salford Manchester. We Care: Policy for Students with Caring Responsibilities. Available at: http://www.askus.salford.ac.uk/cms/resources/uploads/files/FinalPolicy-Carers%20V1_2.pdf [Accessed 15/05/2017]

¹⁴ The University of Winchester (2016-2017). Access Agreement 2016-2017. Available at: <https://www.offa.org.uk/agreements/University%20of%20Winchester%201617.pdf> [Accessed 15/05/2017]

¹⁵ North East Raising Aspiration. Available at: <http://www.nerap.ac.uk>. [Accessed 14/05/2017]

¹⁶ Carers Trust (2013-2014). *Time To Be Heard- Evaluation*. Available at: https://professionals.carers.org/sites/default/files/final_-_ttbh_evaluation_report.pdf (Accessed 15/05/2017)

and local schools to deliver a mentoring scheme to young carers from primary to secondary school age. The scheme, funded by the university, began in 2010 and has the aim of raising young carers' awareness of the higher education opportunities available to them and their aspirations, and also providing practical support to improve their attainment¹⁷.

- **Online resources and guidance for Students with Caring Responsibilities**, including around financial support, wellbeing, links to local as well as national carer's support groups and rights organisations.¹⁸
- **Flexibility with entry requirements**: Recognising the commitment of being a carer can have on students academic ability when considering candidate applications: University of Nottingham¹⁹
- **Named contact within Student Services**: Student Support Coordinator provides expert information, advice and guidance around issues specific to young carers in higher education. This includes but is not limited to funding, identification of study skills, access to appropriate accommodation and to act as a link to faculty, school, and department to ensure effective communication of the students needs and how these may impact on their studies: Liverpool John Moore's University²⁰
- **Inclusion of young adult carers during induction talks**: Winchester University Student services team give a induction to new students during welcome week, which has a clear focus in supporting underrepresented groups including encouraging them to actively get involved with Higher Education Ambassadorships²¹.
- **Web resources for young adult carers**: De Montfort University have an online webpage which provides support and guidance to student carers including around academic studies, support available within the university, university policies focused around supporting student carers and external links to local and national carers organisations²².
- **Bursary for young adult carers**: Universities such as the University of Wales Trinity Saint David²³ and University of Sheffield²⁴ have developed their own student carer's bursaries decided to support young adults with caring responsibilities, whilst studying at university.

¹⁷ Carers Trust (2013). *Raising the aspiration and awareness for young carers towards higher education*. Available at: <http://static.carers.org/files/uni-of-west-england-proof2-6731.pdf>

¹⁸ University of Salford. *We care . . . support for carers at the University of Salford*. Available at: <http://www.askus.salford.ac.uk/page/carers>. [Accessed: 15/06/2017]

¹⁹ University of Nottingham. *Our Policies: Flexible admission policy*. Available at: <http://www.nottingham.ac.uk/ugstudy/applying/ourpolicies.aspx>. [Accessed 15/05/2017]

²⁰ Liverpool Hope University. *Information for Young Adult Carers*. Available at: <https://www.hope.ac.uk/gateway/supportandwellbeing/informationforcareleavers/informationforyoungadultcarers/>

²¹ Carers Trust (2015). *Supporting Students with Caring Responsibilities: Ideas and Practice for Universities to Help Student Carers Access and Succeed in Higher Education*: available at: https://professionals.carers.org/sites/default/files/university_toolkit_master_webversion_final.pdf

²² De Montfort University, Leicester. *Student Carers*. Available at: <http://www.dmu.ac.uk/dmu-students/the-student-gateway/adjusting-to-student-life/student-carers.aspx>

²³ The University of Wales, Trinity Saint David. *Bursaries and Scholarships*. Available at: <http://www.uwtsd.ac.uk/bursaries/>

²⁴ The University of Sheffield (2015). *Sheffield Bursary Scheme for 2015 students*. Available at: <https://www.sheffield.ac.uk/ssid/finance/bursaries-2015>

- **Postgraduate scholarship:** University of Winchester Postgraduate Access Scholarship Scheme (**PASS**) focuses around ‘overcoming disadvantage and promoting equality, social justice and social mobility’. This is focused around helping to support students from underrepresented groups including those who are “a carer for a family member with long-term ill health or disability” by reducing tuition fees for a taught Masters by 20%²⁵.
 - **Extenuating circumstances:** Recognising the impact that a students caring responsibilities can have both on their academic ability as well as mental health during the year. Universities such as University of Arts London have included a specific reference to students with caring responsibilities to ensure they are supported whilst studying²⁶
8. The Carers Trust has provided a model framework for setting up support for students with caring responsibilities (Appendix A) and for working with students with caring responsibilities (Appendix B) within Higher Education institutions²⁷.
 9. Durham Students’ Union sent it first delegate to NUS first Student Carers and Parents Conference this year.
 10. Students Union’s across the UK have either or are currently developing representation for students with caring responsibilities, including within the North East both Newcastle²⁸ and Northumbria²⁹ Students Union have their own student carers representatives.
 10. Durham University Access Agreement (2017-2018) is inadequate for carers³⁰:
 - Carers is not mentioned at all in the access agreement as a protected group
 - North East Raising Aspiration Partnership is mentioned, but only in relation to the project as a whole rather than carers specifically.
 - The only mention of carer was through the Durham volunteering scheme, whereby some students helped with a young carers project.
 - No mention of carers being identified or receiving targeted support.

²⁵ The University of Winchester. Postgraduate Access Scholarship Scheme (PASS). Available at: [http://www.winchester.ac.uk/Studyhere/Students-and-Money/Pages/Postgraduate-Access-Scholarship-Scheme-\(PASS\).aspx](http://www.winchester.ac.uk/Studyhere/Students-and-Money/Pages/Postgraduate-Access-Scholarship-Scheme-(PASS).aspx)

²⁶ UAL. *Students with Caring Responsibilities: Extenuating circumstances*. Available at: <http://www.arts.ac.uk/media/arts/about-ual/diversity/documents/Student-Carers.pdf>

²⁷ Carers Trust (2015). *Supporting Students with Caring Responsibilities: Ideas and Practice for Universities to Help Student Carers Access and Succeed in Higher Education*. Available at: https://professionals.carers.org/sites/default/files/university_toolkit_master_webversion_final.pdf

²⁸ NUSU. *Student Parents, Guardians and Carers Officer*. Available at: <https://www.nusu.co.uk/yourvoice/officers/pgc/>

²⁹ Mynsu. *Laurie Doyle-Davies-Students with Caring Responsibilities Rep*. Available at: <https://www.mynsu.co.uk/blogs/blog/nsucarersrep/>

³⁰ Durham University. *Access Agreement with the Office for Fair Access 2017-2018*. Available at: <https://www.dur.ac.uk/resources/about/UniversityofDurhamAccessAgreement1718.pdf>

Assembly Believes:

1. Durham University should ensure clear measures and provisions exist within the access agreement for student carers, prior, during and in the immediate aftermath of their education. Such measures should include:
 - Financial support. - Grants and bursaries³¹
 - Inclusive hardship fund³²
 - Targeted information at student open days, in the prospectus and at Induction
 - Career, employment (including access to higher education, postgraduate and PhD studies) guidance.
 - Mandatory training on carer awareness for teaching and support staff.
 - Having a carer support plan³³.
 - A named representative within the institution to work towards equality and diversity issues for students with caring responsibilities.
 - For Durham University, colleges and Students' Union to ensure clear and specific provision for supporting students with caring responsibilities through issues including: governance, representation, welfare and social engagement.
 - For Durham University, colleges and Students Union should engage with organisations that support carers such as Carers Trust and engage with their campaign (Going Higher) to encourage more carers to pursue and complete further and higher education (Carers Trust, 2015).
2. A template example of all encompassing Student Carers' policy can be viewed in Glasgow Universities Student's Carers' Policy³⁴, which covers:
 - **Scope of the Policy**
 - **Policy Statement**
 - **Rights and Responsibilities**
 - Confirming Carer Status
 - Contacting the Adviser of Studies or Supervisor
 - Contacting the School
 - Implications for Study

³¹ The University of Sheffield (2015). Sheffield Bursary Scheme for 2015 students. Available at: <https://www.sheffield.ac.uk/ssid/finance/bursaries-2015>

³² Sheffield Hallam University (2016-2017). *Can I get additional financial help? Sheffield Hallam Hardship Fund*. Available at: <https://students.shu.ac.uk/shuspacecontent/finance/get-additional-financial-help>

³³ University of Salford. *Carer's FAQ*. Available at: <http://www.askus.salford.ac.uk/page/carersfaq>

³⁴ University of Glasgow (2011-2012). *Student Carers' Policy*. Available at: http://www.gla.ac.uk/media/media_199270_en.pdf [Accessed 14/05/2017]

- Withdrawal from or Suspension of Studies
 - Resuming Studies
 - Financial Considerations
 - Accommodation
 - **Complaints**
 - **Guidance for Staff**
 - Initial Contact
 - Enabling Continuation of Study
 - Academic Standards
 - Delineating Arrangements
3. An online page on Durham Students Union website focused around providing support and guidance to students with caring responsibilities would be greatly beneficial to student carers at Durham University³⁵.
 4. NUS Student Parents and Carers Campaign, provides a unique opportunity for students at Durham who are either or both a parent and carer in helping to shape national policy and direction of the movement.
 5. One representative on NUS NEC is insufficient to represent both student parents and carers and therefore Durham Students Union supports the expansion and development of autonomous representation for both student parents and students with caring responsibilities.
 6. There needs to be a clear distinction in emphasising that the differences between parents and students within caring responsibilities including the unique issues that both groups face and the importance of recognising the care a parent gives is completely different that of a student with caring responsibilities.

Assembly Resolves:

1. To mandate appropriate officer(s) to liaise with appropriate College and University staff to assess provisions for developing a carers note scheme, which would operate similar to a disability note in ensuring there are suitable provisions to support students with caring responsibilities on their course (additional support, bursary grant³⁶³⁷, inclusion within extenuating /mitigating circumstances provisions³⁸ etc.) and to ensure college support teams are able to liaise with departments in regards to coordinating support to help meet the students needs³⁹⁴⁰ (Appendix C).

³⁵ Manchester Students Union. *Student Parents and Carers*. Available at:

<https://manchesterstudentsunion.com/studentcarers>

³⁶ The University of Sheffield (2015). *Sheffield Bursary Scheme for 2015 students*. Available at:

<https://www.sheffield.ac.uk/ssid/finance/bursaries-2015>

³⁷ The University of Winchester. *Postgraduate Access Scholarship Scheme (PASS)*. Available at:

[http://www.winchester.ac.uk/Studyhere/Students-and-Money/Pages/Postgraduate-Access-Scholarship-Scheme-\(PASS\).aspx](http://www.winchester.ac.uk/Studyhere/Students-and-Money/Pages/Postgraduate-Access-Scholarship-Scheme-(PASS).aspx)

³⁸ UAL. *Students with Caring Responsibilities: Extenuating circumstances*. Available at:

<http://www.arts.ac.uk/media/arts/about-ual/diversity/documents/Student-Carers.pdf>

³⁹ University of Glasgow. *Senate Officer Student Carers' Policy: Student Carer's Plan Form*. Available at: [http://www.gla.ac.uk/services/senateoffice/policies/studentsupport/studentcarerspolicy/#tabs-](http://www.gla.ac.uk/services/senateoffice/policies/studentsupport/studentcarerspolicy/#tabs-1)

2. To mandate appropriate officer(s) to lobby the university around ensuring Students with Caring Responsibilities are a targeted group within the universities access agreement including a clear focus of how the university aims to engage and student carers on both undergraduate as well as postgraduate courses⁴¹.
3. To mandate appropriate officer(s) to work with appropriate staff to review the University of Glasgow's Student Carers policy⁴² and the University of Winchester's Access Agreement⁴³ as potential templates for how Durham University's Access Agreement could be developed to best support student carers.
4. To mandate appropriate officer(s) to lobby the university to follow Sheffield Hallam Universities Hardship fund in developing special considerations for underrepresented groups including student carers who are studying at Durham University⁴⁴ (Appendix D).
5. To mandate the Welfare and Liberation officer to liaise in building links with local carer services and to help raise the visibility of the services available to students carers at Durham University.
6. To recommend to the Board of Trustees that Durham Students' Union should send no less than two delegates to NUS Student Parents and Carers Conference:
 - Student Parents Place
 - Students with Caring Responsibilities Place
7. To amend the standing orders to:
 - To create an Equality Place (to represent underrepresented groups that are not currently represented by the Associations) to be elected alongside the Open places for Assembly (Appendix D)
 - To create a Students with Caring Responsibilities place to represent students who self define as a carer and to be elected alongside the 3 Open places to our Welfare Equality and Diversity Committee.
8. To mandate appropriate officers (s) to facilitate a Student's with Caring Responsibilities Forum for the start of next year in order to provide a space for student carers to network,

⁴⁰ The University of Sheffield. *Supporting Students with Caring Responsibilities*. Available at: https://www.sheffield.ac.uk/polopoly_fs/1.683634!/file/SupportingStudentswithCaringResponsibilities.pdf

⁴¹ The Open University Wales (2014). *Extending Opportunities for Carers*. Available at: <http://www.open.ac.uk/wales/sites/www.open.ac.uk.wales/files/files/ecms/wales-pa/web-content/carers-project-evaluation-2014-ENG.pdf>

⁴² University of Glasgow (2011-2012). *Student Carers' Policy*. Available at: http://www.gla.ac.uk/media/media_199270_en.pdf

⁴³ University of Winchester (2016-2017). *Access Agreement 2016-2017*. Available at: <https://www.offa.org.uk/agreements/University%20of%20Winchester%201617.pdf>

⁴⁴ Sheffield Hallam University (2016-2017). *Can I get additional financial help? Sheffield Hallam Hardship Fund*. Available at: <https://students.shu.ac.uk/shuspacecontent/finance/get-additional-financial-help>

socialise, feedback to the SU in regards to on going issues that carers face and discuss plans for developing an active Students Carers Campaign.

9. To mandate the Welfare and Liberation officer to liaise with the Carers Trust in developing a toolkit with and for colleges to help them create an inclusive environment for students with caring responsibilities.
10. To mandate the Welfare and Liberation Officer to liaise with appropriate staff at Durham Students Union to review adding a support and guidance section for students with caring responsibilities on Durham Students' Union website.
11. To mandate the Welfare and Liberation Officer to research into how other unions have attempted to represent underrepresented groups (carers, parents etc.) which currently are not represented within our Associations (e.g. Bristol SU⁴⁵). In addition to assess whether adopting a part time/non exec officer structure would be more viable to underrepresented groups who are currently not represented within our Associations⁴⁶.
12. To recognise Carers Rights Day⁴⁷ and Carers Week⁴⁸ within our Students Union calendar on a year basis and to mandate the appropriate officer (s) to liaise with student carers in how best the Students' Union can mark and raise the visibility of these events.

Appendix A: A model for setting up a framework of support:

First phase: Sign up and vision

- Acknowledgement and understanding of the importance of supporting young adult carers reflected and promoted in a university commitment to this group.
- Inclusion of young carers/young adult carers in the university Access Agreement.
- Develop a standalone young adult carers policy or guidance, as appropriate.
- Amend other relevant policies/literature/website to include young adult carers, including widening participation activity.

Second phase: Introduce a university lead/champion and team for student carers:

- Assign a university lead/champion to work across departments and provide a cohesive system for students with caring responsibilities.
- Assign a team, if appropriate, to work alongside the university lead/champion.

Widening participation through partnership work:

- Develop an action plan for:

⁴⁵ Bristol SU. *Widening Participation Network*. Available at:

<https://www.bristolsu.org.uk/groups/widening-participation-network>. This could be used as a template for supporting underrepresented groups including with autonomous committee's within an Association structure.

⁴⁶ UCLU. *Officer for Students with Caring Responsibilities*. Available at:

<http://uclu.org/election/spring-elections-2016/position/officer-for-students-with-caring-responsibilities>

⁴⁷ Carers UK. Carers Rights Day. Available at: <https://www.carersuk.org/news-and-campaigns/carers-rights-day>

⁴⁸ Carersweek. Available at: <http://www.carersweek.org>

- Find out if there is a local young adult carers service that can support your university and consider working with local authorities, schools, colleges and other universities through widening participation.

Third phase: Awareness and support systems:

- Awareness training for *all relevant* members of staff, to include personal tutors, student support, student widening participation and recruitment/admissions staff.
- On-going awareness training for *all relevant* members of staff included in professional development.

Set up support systems:

- Information for young adult carers available in prospectus, at fresher's week and in university resources (for example, website, leaflets).
- Practical and pastoral support for young adult carers through Student Services and Student Union (including effective communication systems).
- Financial support available for young adult carers.

Fourth phase: Identification, support and monitoring of young adult carers:

Refer to: A model for working with student carers.

Fifth phase: Monitoring and revising of commitment, policy, provision and action plans.

Appendix B: A model for working with student carers:

Phase 1: Identification of student carers

- Awareness of a student being a young adult carer through information provided in application (for example, in reference, personal statement or via direct contact with applicant or staff from school/college), at enrolment, or via self-identification to Student Services or tutors.
- Include a question to identify young adult carers on enrolment form/online enrolment. Provide information about support for young adult carers at open days, in Student Services reception areas and in Student Union.
- Post intranet messages at the start of and throughout the year to encourage young adult carers to self-identify to Student Services.
- If appropriate, initiate safeguarding.

Phase 2: Establish involvement of staff and other professionals

For example:

- University lead/champion for student carers.
- Personal tutor.
- Student mentor/representatives.
- Student Union.
- Student advisers.

Phase 3: Initiate university support systems:

- Flexible learning and support.
- Personalised plan.
- Coursework/exam support.
- Peer support group.

- Young adult carers society.
- Staff to talk to/counselling.
- Emergency or crisis plan.
- Career advice service to support transition after university.

Phase 4: Initiate wider support from local services

To support the student:

- Use a multi-agency joint approach, for example with a young adult carers service, adult carers service, counselling service. Carers services will be able to support with assessing the student's needs in relation to their caring and if necessary, initiating support for their family.

To support the student's family: (better support for the student's family will help the student)

- Help student to access support for their family:
 - Adult social care.
 - Health services.
 - Carer's services.
- Support student to request an assessment of their needs as a carer from their local authority. (An assessment should look at the needs of the whole family including any siblings who are caring).

Phase 5: Ensure on-going monitoring:

Student and family situations may change rapidly. On-going formal and informal monitoring is therefore important.

Appendix C: The University of Glasgow's Student Carers' Form:

Appendix 1

Student Carer's Plan

PART 1

(This section must be completed by the student in conjunction with his/her Adviser of Studies/Supervisor. The Adviser of Studies/Supervisor will make the arrangements for the co-ordination of the completion of Part 2 of this form.)

1. Full Name

2. Student ID

3. Name of Adviser of Studies/Supervisor

4. Nature of student's carer role: **Long- term / Short-term / Intermittent** (delete as appropriate)

5. Is the student the sole carer? **Yes / No** (delete as appropriate)

6. If the student is not the sole carer, is he/she the principal carer? **Yes / No/ NA** (delete as appropriate)

7. Has the student provided evidence of his/her carer status to his/her Adviser of Studies/Supervisor?

Yes / No (delete as appropriate)

8. Has the student given permission to his/her Adviser of Studies/Supervisor to share the evidence of his/her carer status with relevant Heads of School(s) /Programme Convener if requested?

Yes / No (delete as appropriate)

9. Short description of how the student's carer role impacts on his/her studies and/or attendance

--

10. Special arrangements requested to support the student in his/her studies

--

11. Academic year for which the foregoing request relates

--

12. List of courses to which the foregoing request relates

--

PART 2⁴⁹

STUDENT DECLARATION

I confirm that the information that I have provided on this form is accurate and undertake to record all periods of absence as a result of my caring duties in line with the requirements of the [Student Absence Policy](#) and to notify the relevant Head(s) of School/Programme Convener by telephone, e-mail or letter each time that I have a need of the special arrangements that I have requested. I understand that in cases of incomplete assessment resulting from good cause, it may be necessary for my situation to be discussed anonymously with the relevant Board of Examiners.

Student's name in full:

Signature:

Date:

STAFF DECLARATIONS

I confirm that I understand that the carer status of the student named overleaf may have implications for the student's learning and assessment and undertake to provide the special arrangements requested by the student where practicable. Any unforeseen changes to the support/leeway that subject staff are able to provide will be discussed with both the student and

⁴⁹ This section must be signed by the student and all relevant Heads of School. The Adviser of Studies/Supervisor will co-ordinate the necessary arrangements.

his/her Adviser/Supervisor. I also confirm that the student's carer status will be shared with relevant Course Leaders to enable the requested arrangements to be put in place. The student's carer status will only be shared with another staff member(s) where awareness is necessary in order to provide the requested support.

Name of Head of School/Programme Convener⁵⁰:

Signature:

Date:

Name of Head of School/Programme Convener:

Signature:

Date:

Name of Head of School/Programme Convener:

Signature:

Appendix D: Sheffield Hallam Hardship Fund (2016/2017):

SHEFFIELD HALLAM HARDSHIP FUND

Application form for Full Time Single Home/UK Students V2

This application form is for full time single undergraduate and full time single postgraduate students with no children. Read the Guidance Notes on shuspace to ensure you are completing the correct form.

Please hand in your application form in person to Student Support Services (level 5 Owen, City Campus or Heart of the Campus, Collegiate Crescent).

Your form will be checked before being accepted - so please allow time for checking. If the form is incomplete or there is missing evidence it will be returned to you.

We will inform you by email (to your SHU email account) of the outcome of the assessment within 6-8 weeks of receiving your complete application.

2016/17

PART 1 PERSONAL DETAILS

First Name: _____ Surname: _____

Student ID No: _____ Date of birth: ____/____/____ Age: _____ Term
Address _____

⁵⁰ Schools may delegate this responsibility to another individual, eg School Learning & Teaching Convener

Mobile number:

Do you: Live with Parents / Guardians ☐

Rent a room ☐ rent a house / flat ☐ how many people live at this property? _____ Have a mortgaged house / flat ☐ or own your house / flat outright ☐

If you have a mortgage or own your property do you let out any of the rooms to tenants? Yes ☐ No ☐ N/A ☐ If yes how many rooms? _____

Postcode:

PART 2 BANK OR BUILDING SOCIETY DETAILS (please write clearly)

You will find your account number on your bank statement; it is an 8 digit number. Any funding will be paid directly into this account. Ensure you have included bank statements for this account with your application.

Name of Bank or building society _____ Sort Code: _____
Account Number: _____

1

The University is aware that certain circumstances may result in additional costs:

Please tick all categories that apply to you:

- ☐ I have dependent children (DO NOT USE THIS APPLICATION FORM) ☐
- ☐ I am a care leaver ☐
- ☐ I am from Foyer or previously homeless ☐
- ☐ I have caring responsibilities - this does not include dependent children ☐
- ☐ I am a final year student and I am in financial difficulty ☐
- ☐ I am a disabled student ☐

I am on a course with high course costs (see guidance notes for a list of courses) ☐

- ☐ I am on a NHS/teacher training placements with high travel costs ☐
- ☐ I am estranged from my family (someone who no longer has contact with their family and is studying without family support) ☐
- ☐ I am a transgender student ☐
- ☐ I have financial difficulties due to an emergency situation, which could not have been foreseen and/or planned for ☐

PART 3 COURSE DETAILS

Full-time ☐ Undergraduate ☐ PGCE ☐ NHS ☐ Teacher Training ☐ Postgraduate

☐ Course Title: _____ Course fees: £ _____

Faculty/Campus: _____ Is this your final year? Yes

☐ No ☐ Course Length (how many years is the course?) _____ Date course started
____/____/____

Year of study in 2016/17 academic year (please circle):

Foundation Year Year 1 Year 2 Year 3 Year 4 other (please specify) _____	
NHS/Teaching training students	
If you are an NHS or teacher training student, and you will be on placement/s this academic year (e.g. hospital/school) please specify total number of weeks within this academic year _____	
YOUR MILEAGE - ONE WAY Please use an online route checker to determine the correct mileage	
	number of miles
Number of miles from Home to University	
Number of miles from Home to Placement	

PART 4 MEDICAL CONDITIONS AND FITNESS TO WORK

Do you have a medical condition or disability that prevents you from working?

Yes ☐ No ☐

Please provide a Fit note from your doctor showing that you are unable to work. If you are unable to provide a Fit note please explain in your supporting statement.

PART 5 PRIORITY DEBTS

If you have arranged a realistic repayment plan for any pre existing priority* debts, please give details and provide document/s showing monthly repayment amounts.

Company	Amount	Monthly/Weekly

*this includes mortgage repayments/loans secured on your home/rent/water, gas or electricity debt/council tax arrears/court fines/TV licence/child support maintenance payments/hire purchase (essential items).

2

PART 6 EVIDENCE OF INCOME

You must provide photocopies of the documents listed below with your application form; it is your responsibility to photocopy your documents. These will be checked when you submit your form. Incomplete forms with missing documents will not be accepted.

DOCUMENTS	Supplied or N/A
Supply the last 3 months bank statements for ALL bank accounts up to and including 5 working days prior to submitting your application form. These should show your student funding payments.	
Student Finance England Letter showing Maintenance Loan /Maintenance Grant/Special Support Grant/ (if applicable)	
NHS Letter showing bursary award (NHS Courses only)	
Paramedic bursary letter showing bursary award (Paramedic courses only)	
TASS/ High Performance Athlete - Enclose a copy of your current TASS award letter or High Performance Athlete award letter	
Any other Scholarships, Bursaries, Trusts or Grants - letter confirming scholarships, bursaries, trusts or grant awards	

Social Work Bursary letter (Social Work courses only) Enclose a copy of your social work bursary award letter	
Teacher Training Bursary - Highlight this on your bank statement	
Housing Benefit/Council Tax Benefit or Universal Credit - Enclose a copy of your most recent award letters - all pages	
Other Income	

1. Job Seekers allowance 2. Employment and support allowance 3. Personal Independence Payment
(Please Specify)

3

PART 7 SUPPORTING STATEMENT Refer to Guidance notes section on completing the application form.

Please explain what you are currently doing to manage your financial circumstances.

Please use this space to explain the circumstances that are causing your financial hardship, this may include details of an unexpected crisis, the reason you are unable to work but don't have a fit note.

Please provide supporting information about how you meet the categories you have ticked in the application form on page 2 (if applicable). See Guidance notes for more details.

4

Any changes in circumstances must be reported to Student Funding and Access Support, so a re-assessment can be undertaken if necessary. You are responsible for ensuring that information provided in support of your application for financial support is accurate. Any instances of possible misconduct will be taken up in accordance with the University's Code of Conduct and Disciplinary Regulations.

- ☐ ☐ I certify that the information that I have given in this application is true and correct to the best of my knowledge.
- ☐ ☐ I understand that giving false information will automatically disqualify my application and that any funding obtained by me as a result will have to be re-paid.
- ☐ ☐ I have read the terms and conditions of the University's Code of Conduct and Disciplinary Regulations https://students.shu.ac.uk/regulations/conduct_discipline/index.html
- ☐ ☐ I understand that I may be asked to provide additional information during the assessment of my application and refusal or delays in providing this information may result in the application not being assessed.
- ☐ ☐ I understand that relevant third parties may be contacted by University staff, for example landlords or the Students' Union Advice Centre, in connection with this application. I understand that my failure to grant such permission without good reason may result in the University being unable to process my application for financial support.

Name (capitals) Signature Date _____
 _____/_____/_____

PART 8 DECLARATION

Data Protection Act 1998 We will use the information you have provided to create a computer based record to assess your eligibility and enable us to communicate with you. We will securely protect your application form, your photocopied documentation and the computer records within our office and we will keep hold of them to meet the audit requirements. You will be given access to the information we hold about you if you request it. More data protection information can be found at https://students.shu.ac.uk/regulations/personal_information/

Student Funding and Access Support, Library and Student Support Services October 2016

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Appendix D: Northumbria Students Union (Equality Reps):

STUDENT COUNCILLORS (EQUALITY REPS)

Equality Reps are at the very heart of NSU democracy, speaking up for students in equality groups that are marginalised within our society and education system. They get to know what students in their equality group care about, provide support to address key issues, and actively represent their interests at meetings of Student Council.

They do this by:

- Seeking feedback from the students in an equality group;
- Establishing and leading a campaign network which takes action on key issues;
- Taking part in Student Council meetings to make sure all students' needs are considered;
- Representing Northumbria students at a relevant NUS liberation conference, if applicable;
- Blogging and managing relevant social media accounts;
- Meeting regularly with their staff mentor and Union officers;
- Taking part in training for their role and writing a handover document for their successor.

There are eight Equality Representative roles elected for each academic year:

- Black and Minority Ethnic Students' Representative
- Disabled Students' Representative
- Gender Diversity Representative
- International Students' Representative
- Open Place (represents all other marginalised groups)
- Sexual and Romantic Diversity Representative
- Students with Caring Responsibilities Representative
- Women Students' Representative

Coversheet:**Overview:**

Over the last decade we've seen a significant leap forwards in regards to Trans right as well as the wider recognition of the diversity of gender identities including those that fall within and outside of the gender binary. This cover sheet aims to provide more information around this including highlighting that Trans can have multiple meanings of being a gender identity as well as a umbrella term for multiple genders.

The main emphasis is that individuals right to self define and to recognise that not students whose gender identity might fall under the Trans umbrella would consider themselves Transgender or Trans. This may be because they identify with a particular term for example Bigender or Neutrois.

For more information:

- Fenway Health: Glossary of Gender and Transgender Terms¹.
- GLAAD Media Reference Guide- Transgender².
- Trans Terms: TENI (Transgender Equality Network Ireland) an overview of the glossary can be found in Appendix A.

Aims of the Motion:

This motion aims to work in building links with regional Trans organisation Be North in providing opportunities for staff training, as well as ensuring Trans, Non Binary and gender variant students are able to engage with health and wellbeing support services tailored more to supporting them whilst their studying at Durham University. It also recognises that Durham University has unfortunately fallen behind regionally in regards to Northumbria, Newcastle and Sunderland University around Trans and Non Binary inclusion and aims to focus on how we can address on going issues within our institution that are being faced by our students. Finally it aims to create direct representation on WEDComm in ensuring there is a Trans representative, as well as working with Common Rooms that are interested in developing their own trans representative.

Wouldn't it risk disclosing a student is Trans if there was a specific representative role?

Yes, but then again it would be open to Trans and Non-Binary students who felt comfortable running for the role. Alternatively where they didn't then there would be LGBT+ representative role. The issues around disclosure are the same for any student who would be running for LGBT+ or Students with Disabilities.

¹ Fenway Health (2010). *Glossary of Gender and Transgender Terms*. Available at: http://www.lgbthealtheducation.org/wp-content/uploads/Handout_7-C_Glossary_of_Gender_and_Transgender_Terms_fi.pdf- Important note the term Sex Development Disorder has been widely condemned by Intersex rights organisations, as well as by the UN in dehumanizing the existence people born with Intersex variations. For more information: <https://oii.org.au/allies/>

² GLAAD. *GLAAD Media Reference Guide: Glossary of Terms- Transgender*. Available at: <https://www.glaad.org/reference/transgender>

Having a specific Trans representative role would also help to raise visibility including focusing more on issues around awareness of gender diversity as well as inclusion of under represented gender groups.

Unfortunately our Common Room isn't at a point where it would be viable to create a representative

This motion aims to provide a platform in supporting Common Rooms around trans and non-binary inclusion. It recognises the different challenges and structures for each Common Room and focuses around working to build an active partnership between TransComm and Common Rooms in supporting specific issues and needs. This includes working to create a template for Common Rooms that are interested in developing their on Trans representative role either as part of their Welfare committee or in line with their other minority representation/underrepresented group roles.

How will this impact on Durham Students Union constitution

The motion seeks to add to the standing orders in recognising TransComm as an autonomous group, including providing representation both on Student Assembly and WEDComm. This would bring us into line with other Student Unions including both in the North East, nationally and within NUS. Despite the fantastic progress that has been made Trans and Non-Binary students are still heavily underrepresented including on going challenges faced by those studying both at undergraduate as well as postgraduate level. By passing this motion it would provide an opportunity to ensure Trans and Non Binary students are actively being represented both within our student representative body, in addition helping to feed into supporting Common Rooms and developing policy in WEDComm.

Passage of this motion would not drastically change the composition of either Student Assembly or WEDComm and would ensure at least one Trans or Non Binary representative within our democratic structures on a yearly basis.

Why does there need to be a separate representative from the LGBT+a

Having an autonomous campaign is meaningless if it only provides a space for Trans and Non Binary students a space to meet to discuss issues without any significant degree of being able to work to change them including in representing those students within our democratic structures. Although we are part of Durham LGBT+a we are completely separate in regards to how we organise and govern ourselves, but aim maintain a close link to Durham LGBT+a in continuing to work closely with them as an autonomous campaign.

If you look at other Students Union with similar structures such as Bristol or Manchester there is a separate in Manchester Students' Union between the LGBQ and Trans Officers and autonomous campaigns with both being represented within their student representative body.

Finally Trans students face many unique issues that are not found to effect the whole LGBT+a population, and as such a Cisgender person may be less effective at dealing with Trans issues as a Heterosexual would have difficulties understanding Homosexual issues.

Motion: 'Transforming' Durham Students Union & University

Assembly Notes:

1. Figures show that 1 in 250 people in the UK identify as non-binary, i.e. outside of 'man' and 'woman' (approximately 225,000 people)³.
2. A Survey carried out by the Scottish Trans Alliance on "Non Binary Peoples experiences in the UK" collected 895 responses and found⁴:
 - 63% identified as Non Binary
 - 45% identified as Genderqueer
 - 37% identified as Trans/Transgender
 - 31% identified as Genderfluid
 - 28% identified as Agender
3. The survey also highlighted that 65% respondents considered themselves to be Trans, whilst 15% did not and 10% were unsure.
4. In addition 64% would like to change their gender/sex so it is not recorded as male or female, 13% yes for some documentation (putting X Passports) whilst 6% said no and 16% were unsure (Appendix B).
5. In August 2016, Oxford City Council introduced a gender-neutral title on their paperwork – 'Mx', alongside the traditional Ms/Mr/Mrs/Miss.⁵
6. In the report conducted by the Women and Equalities Committee on "Transgender Equality" the committee recommended "the Government must look into the need to create a legal category for those people with a gender identity outside that which is binary and the full implications of this."⁶
7. The development of a Trans and Intersex inclusion policy by Durham SU Community officer in joint collaboration with LGBT+a and Experience Durham (Appendix C).

³ Practical Androgyny (2014). *How many people in the United Kingdom are Non-Binary*. Available at: <http://practicalandrogyny.com/2014/12/16/how-many-people-in-the-uk-are-nonbinary/>

⁴ Scottish Trans Alliance (2015). *Non-Binary people's experiences in the UK*. Available at: <https://www.scottishtrans.org/wp-content/uploads/2016/08/Report-final.pdf>.

⁵ LocalGov (2016). *Council to adopt gender-neutral title on forms*. Available at: <https://www.localgov.co.uk/Council-to-adopt-gender-neutral-title-on-forms/41456>

⁶ Women and Equalities Committee (2015). *Transgender Equality*. Available at: <https://www.publications.parliament.uk/pa/cm201516/cmselect/cmwomeq/390/390.pdf>

8. Key findings of the NUS Report on “Education Beyond the Straight and Narrow: LGBT students’ experience in higher education”⁷:
 - Two in ten Trans students feel completely safe on campus.
 - One in three trans students have experienced at least one form of bullying or harassment on their campus.
 - One in two Trans students have seriously considered dropping out of their course.
 - Of those who have considered dropping out, two thirds mentioned the feeling of not fitting in and mentioned health problems.
 - One in seven Trans students have had to interrupt their studies because of their transition.
 - Trans students are twice as likely as LGB+ students to experience harassment (22% vs. 9%), threats of intimidations (13.5% vs. 6%) and physical assault on campus (5% vs. 2%)
 - Levels of reporting verbal or physical harassment, threats and intimidation are low by LGBT+ students. Only 14% of LGBT+ who experienced name-calling, 23% who experience harassment, 26% who experience threats of intimidation reported it. Only 16% of those who experienced physical assault based on their (perceived) sexuality or gender identity reported it to the police.
9. The creation of an autonomous NUS Trans Campaign last year with its own autonomous conference, committee and full time officer, which is separate from the NUS LGBT+ Campaign.
10. There is a growing number of Student Unions’ to create their own Trans officer or autonomous group which is separate from their LGBT+ Officer and sit on their student representative body:
 - Newcastle University Students Union: Marginalised Genders Officer⁸
 - University of East Anglia Students Union: LGBT+ Officer (Trans & Non Binary Place)⁹
 - Essex Students Union: Trans Officer¹⁰
 - Bristol Students Union: Trans Students’ Network Chair¹¹
 - Warwick Students Union: Trans Officer¹²

⁷ NUS (2014). Education beyond the straight and narrow: LGBT students’ experiences in higher education”: <https://www.nus.org.uk/global/lgbt-research.pdf>

⁸ NUSU. *Marginalised Genders Officer*. Available at: <https://www.nusu.co.uk/blogs/blog/gender/>

⁹ UEASU. *Student Officers*. Available at: <https://www.uea.su/democracy/studentofficers/>.

¹⁰ Essexstudent. *Essex SU Trans Officer*. A referendum in support of the creation of a Trans officer received over 70% vote in favor. Available at: https://www.essexstudent.com/ideas/20170505_1/.

¹¹ Bristol SU. *Trans Students’ Network Chair*. Available at: <http://www.bristolsu.org.uk/representation/find-your-reps/liberation-and-identity-officers/trans-students-network-chair>

- University of Chichester Students' Union: Trans* Students Officer¹³
 - Leeds Beckett Students Union: Trans* Rep¹⁴
 - Northumbria Students Union: Gender Diversity Rep¹⁵
 - Oxford Students Union: Trans Officer¹⁶
 - Manchester Students Union: Trans Students' Officer (2 positions available)¹⁷
 - Kings College London: LGBT+ Officer (Trans Place)¹⁸
 - SOAS Union: Trans and Gender Identity Students' Officer¹⁹
11. The creation of an autonomous Trans Committee within the LGBT+ Association to represent Trans service users within the Association.
 12. Durham University online application only has two gender choices when filling in their personal information- 'male' and 'female'.
 13. St Aidan's SCR will have a Trans Representative role as part of their Welfare Committee for next year.
 14. Durham Universities Equality and Diversity Policy covers gender reassignment but not gender identity²⁰.
 15. Sheffield Hallam University's Hardship fund takes into account special consideration for

¹² The Boar (2017). *BREAKING: Student Council passes motion to create Trans Officer*. Available at: <https://theboar.org/2017/03/su-announces-new-trans-officer-role/>

¹³ UCSU. *Trans* Students Officer*. Available at: <https://www.ucsu.org/your-union/your-officers/transstudentsofficer/>

¹⁴ LeedsBeckettSU. *Trans* Rep*. Available at: <https://www.leedsbeckett.co.uk/studentvoice/studentcouncil/rep>

¹⁵ MyNSU. *Gender Diversity Rep*. Available at: <https://www.mynsu.co.uk/blogs/blog/genderdiversityrep/2017/02/04/AnbspMASSIVE-WIN-fornbsptrans-and-non-binary-students/>

¹⁶ Cherwell (2015). OUSU elects first ever Trans officer. Available at: <http://www.cherwell.org/2015/10/24/ousu-elects-first-ever-trans-officer/>

¹⁷ Manchester Students Union. *Student Officer role descriptions*. Available at: <https://manchesterstudentsunion.com/top-navigation/voice/elections/student-officer-elections/student-officer-role-descriptions>

¹⁸ KCLSU. Candidates for the position of LGBT+ Officer (Trans Place). Available at: <https://www.kclsu.org/elections/manifesto/2974/>

¹⁹ SOASUnion. Trans and Gender Identity Students' Officer. Available at: <https://soasunion.org/democracy/unionexecutive2017-2018/trans-and-gender-identity-students-officer/>

²⁰ Durham University. Policies and Strategies. Equality and Diversity Policy. Available at: https://www.dur.ac.uk/university.calendar/volumei/policies_and_strategies/.

underrepresented groups, such as Transgender students²¹.

Assembly Believes:

1. No student should ever have to experience any form of discrimination or belittlement based on their gender identity or gender expression, from either fellow students or members of a department.
2. There needs to be greater engagement in tackling Transphobia and Non-Binary erasure on campus, including working to ensure that trans and non binary students are supported during their studies both at undergraduate and postgraduate level.
3. There should be more gender options for students who are applying either at undergraduate in addition to postgraduate level, in addition to an online documentation, questionnaires, enquiries done by the university²².
4. A more flexible system needs to be put into place to allow students to change their student names to ensure it reflects their identity. A recent system has been brought into place at Northumbria²³.
5. This support also needs to extend within departments, including engagement around:
 - The use of gender neutral language
 - Reviewing how Trans issues are taught within the curriculum
 - Accessible gender-neutral toilets,
 - Recognition of a student's gender identity including pronouns
6. More needs to be done to help promote and raise awareness of the diversity of gender identities, including those that either partially or are completely outside of the gender binary.
7. Durham University should move towards developing a hardship fund in line with Sheffield Hallam's, which takes into consideration the particular challenges and circumstances which affect students from underrepresented groups whilst studying at university.

Assembly Resolves:

1. To mandate the Welfare and Liberation Officer to work more closely with 'Be: Trans Support and Development North', including supporting their campaigns throughout the year and to liaise with them in developing a motion of affiliation to bring to student assembly next year.

²¹ Sheffield Hallam Hardship Fund. Can I get additional financial help? Available at: <https://students.shu.ac.uk/shuspacecontent/finance/get-additional-financial-help>

²² NUSU (2016). Ordinary Motion on "Increase Gender Options on University/Union Documentation. Available at: <https://www.nusu.co.uk/sandbox/jake/test/motions/extendedmotions/?idea=62>.

²³ MyNSU. *An update on the preferred names on ID cards*. Available at: <https://www.mynsu.co.uk/blogs/blog/genderdiversityrep/2017/02/09/An-update-on-the-Preferred-name-ID-cards/>

2. To mandate the Welfare and Liberation Officer to work with Durham LGBT+ Association in liaising with Be: North around how we can help promote and support the services they can offer to Trans, Non Binary and Gender Variant students who are studying at Durham University.
3. To mandate the Welfare and Liberation Officer to initiate discussions with the university Equality and Diversity team to develop a training presentation for staff and lecturers with Be: Trans Support & Development North.
4. To recognise each year the week commencing November 20th as Trans Awareness Week, including marking Transgender Day of Remembrance within the Union calendar and to encourage Welfare Officers to liaise with Durham LGBT+ Association in how they can mark it within their colleges.
5. To mandate the Opportunities Officer to work with Durham Autonomous Trans committee (TransComm) to develop a training session to support societies around Trans and Non Binary inclusion. In addition, to examine whether training sessions run by Associations for societies could be fed into a society accreditation scheme.
6. To mandate the Welfare and Liberation officer to liaise with Durham Autonomous Trans Committee in creating a template for Trans representative to support Common Rooms that is interested in developing their own Trans representative role.
7. To encourage Common Rooms to review how they support Trans and Non Binary students and to invite them to liaise with Durham Autonomous TransComm.
8. To amend the standing orders for Welfare, Equality and Diversity Committee:
 - 1 x Welfare Officer elected by TransComm
9. To amend the standing orders for Student Assembly to include:
 - A section on TransComm as an autonomous Trans community within Durham LGBT+ Association.
 - To allow the President of TransComm to sit on Student Assembly.
10. To mandate appropriate officer(s) to liaise with Be: North to create a toolkit and training session to support college Welfare Officers and Sports and Societies Officers for colleges around trans and non-binary inclusion.
11. To mandate the appropriate Officer(s) to speak to the appropriate Durham University staff to increase gender options on all online student documentation, questionnaires, enquiry forms etc. to include no binary, genderfluid and agender identities.
12. To mandate the appropriate Officer(s) to liaise with Durham University staff to add the gender-neutral title 'Mx' on all online student documentation, questionnaires, enquiry forms etc.
13. To mandate the appropriate Officer(s) to speak to the appropriate Durham University staff to add an option for students to input their pronouns so University staff and lecturers are aware of the correct pronoun usage for students.

Appendix A:

Transgender Equality Network Ireland provides insightful glossary covering diverse gender identities and terms²⁴:

Gender Identity: Refers to a person's deeply felt identification as male, female, or some other gender. This may or may not correspond to the sex they were assigned at birth.

Gender Expression: The external manifestation of a person's gender identity. Gender can be expressed through mannerisms, grooming, physical characteristics, social interactions and speech patterns.

Bigender: A gender identity, which can be literally translated as 'two genders' or 'double gender'. These two gender identities could be male and female, but could also include non-binary identities.

Cisgender: A non-trans person (i.e. a person whose gender identity and gender expression is aligned with the sex assigned at birth).

The term cisgender acknowledges that everyone has a gender identity (i.e. a non-trans identity is not presented as normal or natural which stigmatises a trans identity as abnormal or unnatural).

Cissexism: The assumption that a cisgender identity is more authentic or natural than a trans identity. The belief that a person's sex assigned at birth always remains their real gender (e.g. suggesting that a trans woman is 'really a man' or a trans man is 'really a woman').

Demigender: A gender identity that involves feeling a partial, but not a full, connection to a particular gender identity. Demigender people often identify as non-binary. Examples of demigender identities include demigirl, demiboy, and demiandrogyne.

Gender Fluid: Is a non-binary gender identity. Gender fluid individuals experience different gender identities at different times. A gender fluid person's gender identity can be multiple genders at once, then switch to none at all, or move between single gender identities. Some gender fluid people regularly move between only a few specific genders, perhaps as few as two.

Genderqueer: A person whose gender varies from the traditional 'norm'; or who feels their gender identity is neither female nor male, both female and male, or a different gender identity altogether.

Gender variant: People whose gender identity and/or gender expression is different from traditional or stereotypical expectations of how a man or woman 'should' appear or behave.

Multigender: Refers to individuals who experiences more than one gender identity. It can be used as a gender identity in its own right, or can be an umbrella term for other identities, which fit this description. Multigender identities include **bigender** (two genders), **trigender** (three genders), **quadgender** (four genders), **quintgender** (five genders), **polygender** (many genders), **pangender** (all genders) and **genderfluid** (variable gender).

Neutrois: A non-binary gender identity which is considered to be a neutral or null gender. It may also be used to mean genderless, and has considerable overlap with agender - some people who consider themselves neutrally gendered or genderless may identify as both, while others prefer one term or the other.

²⁴ TENI. *Trans Terms*. Available at: <http://www.teni.ie/page.aspx?contentid=139>.

Non-binary: An umbrella term for gender identities that fall outside the gender binary of male or female. This includes individuals whose gender identity is neither exclusively male nor female, a combination of male and female or between or beyond genders. Similar to the usage of transgender, people under the non-binary umbrella may describe themselves using one or more of a wide variety of terms

Transgender: Refers to a person whose gender identity and/or gender expression differs from the sex assigned to them at birth. This term can include diverse gender identities.

Not all individuals with identities that are considered part of the transgender umbrella will refer to themselves as transgender. For some, this may be because they identify with a particular term (such as transsexual or genderqueer) which they feel more precisely describes their identity. Others may feel that their experience is a medical or temporary condition and not an identity (for example they feel they have gender identity disorder but are not transgender).

TENI advocates the use of transgender or trans as an umbrella term as it is currently the most inclusive and respectful term to describe diverse identities. However, we acknowledge and respect each individual's right to self-identify as they choose.

Trans or trans*: Commonly used shorthand for transgender. Avoid using this term as a noun: a person is not 'a trans'; they may be a trans person.

Transphobia: The fear, dislike or hatred of people who are trans or are perceived to challenge conventional gender categories or 'norms' of male or female. Transphobia can result in individual and institutional discrimination, prejudice and violence against trans or gender variant people.

Transsexual: A person whose gender identity is 'opposite' to the sex assigned to them at birth. The term connotes a binary view of gender, moving from one polar identity to the other. Transsexual people may or may not take hormones or have surgery.

Use of the term 'transsexual' remains strong in the medical community because of the DSM's prior use of the diagnosis 'Transsexualism' (changed to "Gender Identity Disorder" in DSM- IV).

The term 'transsexual' is hotly debated in trans communities with some people strongly identifying with the term while others strongly rejecting it. Moreover, for some, 'transsexual' is considered to be a misnomer inasmuch as the underlying medical condition is related to gender identity and not sexuality.

Trans man: A person who was assigned female at birth but who lives as a man or identifies as male. Some trans men make physical changes through hormones or surgery; others do not.

Trans man is sometimes used interchangeably with **FTM** (female-to-male). However, some trans men don't think of themselves as having transitioned from female to male (i.e. because they always felt male). Some people prefer to be referred to as **men** rather than trans men while others will refer to themselves as **men of transgender experience**.

Trans woman: A person who was assigned male at birth but who lives as a woman or identifies as female. Some trans women make physical changes through hormones or surgery; others do not.

Trans woman is sometimes used interchangeably with **MTF** (male-to-female). However, some trans women don't think of themselves as having transitioned from male to female (i.e. because they

*always felt female). Some people prefer to be referred to as women rather than trans **women** while others may refer to themselves as **women of transgender experience**.*

Appendix B: The Scottish Trans Alliance provides a detailed overview and breakdown of the gender identity of respondents including the challenges faced within wider society, as a result of the lack of awareness but also legal protections for non-binary citizens²⁵.

Executive Summary:

- 895 people responded to the survey;
- 63% identified as non-binary, 45% as genderqueer, 37% as trans/ transgender, 31% as genderfluid and 28% as agender;
- 65% considered themselves to be trans, whilst 15% did not, and 20% of respondents were unsure.

USING SERVICES:

- 34% had been told services did not know enough about non- binary people to help them, and 11% had been refused services or had services stop because they were non-binary;
- 65% of people felt that services were never inclusive of non- binary people in the images and posters they display, or language they use in forms, leaflets and information;
- The lack of visibility and inclusion of non-binary people in services impacted them in the following ways:
 - 84% felt their gender identity wasn't valid
 - 83% felt more isolated or excluded
 - 76% had lower self-esteem
 - 65% had poorer mental health
 - 63% were less likely to access services

EMPLOYMENT:

- Only 4% of respondents always felt comfortable sharing their non-binary identity at work – compared to 52% who never felt comfortable
 - People worried about the following if they were to share their non-binary identity at work:
 - 90% worried their identity wouldn't be respected
 - 88% worried it would make their work environment more difficult
 - 55% worried it would impact on their career progression

LEGAL RECOGNITION:

²⁵ Scottish Trans Alliance (2015). *Non-Binary people's experiences in the UK*. Available at: <https://www.scottishtrans.org/wp-content/uploads/2016/08/Report-final.pdf>. Pg. 9.

- 64% of respondents would like to have their legal gender/sex on official documents (including birth certificates, passports and drivers licences) recorded as something other than 'male' or 'female', 16% were unsure, 14% would like to change it on some documents but not others, and 6% do not want this option

Appendix C:

Experience Durham Trans and Intersex Inclusion Policy:

This document outlines Experience Durham's policy of inclusivity towards transgender and intersex students in all student activities, including sport, music, theatre, and volunteering.

Definitions:

Definition of transgender (trans):

- An individual may consider themselves trans when their gender identity does not fully and completely match the gender they were assigned at birth, based upon their external genitalia. 'Trans' is an umbrella term, including individuals who do not identify fully and completely as any binary gender (non-binary individuals). Trans individuals may identify as any gender, and any sexual orientation. This policy applies to all trans individuals, regardless of stage of medical transition or intent to medically transition.

Definition of intersex:

- 'Intersex' is a term which encompasses approximately 300 medical conditions in which an individual's reproductive or sexual anatomy does not fit that which is typically considered 'male' or 'female'. This can include variations of external genitalia, hormone activity and function, and chromosomes. Intersex individuals do not consider intersex to be a disorder or an illness – it is a natural variation of human development. Intersex individuals may identify as any gender, and any sexual orientation.

Experience Durham statement of inclusion:

Experience Durham is committed to encouraging higher levels of participation in extracurricular activities from all students, and is dedicated to upholding the highest standards of equality and inclusivity in all that we do.

Experience Durham welcomes and encourages the involvement of LGBTI+ students at Durham University in all its activities, at collegiate, national, and international levels.

Experience Durham acknowledges the specific barriers to participation faced by transgender and intersex individuals in sports, music, theatre, and volunteering, and aims to combat these to ensure that all students are able to access the excellent student experience facilitated by Experience Durham.

Experience Durham acknowledges particular barriers to participation faced by transgender and intersex athletes. As such, this document makes specific reference to sporting activities within Team Durham.

Experience Durham will not tolerate LGBTI+-phobia, harassment, or bullying, and such behaviour will be treated as grounds for disciplinary action which may include expulsion or dismissal. Such behaviour will be dealt with under the Durham University Respect at Study Policy.

Legal Obligations:

Data Protection Act 1998

- Under the Data Protection Act, trans identity and gender reassignment constitute 'sensitive data' for the purposes of the legislation. Therefore information relating to a person's trans

status cannot be recorded or passed to another person unless conditions under schedule 3 of the Data Protection Act for processing sensitive personal data are met.

Equality Act 2010

- Gender reassignment is one of nine protected characteristics within the Act, and it is also included in the Public Sector Equality Duty. The definition of gender reassignment within the Act gives protection from discrimination to a person who has proposed, started or completed a process to change their gender.
- The act offers more far-reaching protection from discrimination on the grounds of gender reassignment than previous equality law as it protects:
 - o Trans people who are not under medical supervision
 - o People who experience discrimination because they are perceived to be trans
 - o People from discrimination by association because of gender reassignment. For example, it would protect the parents of a trans person from being discriminated against because their child is transitioning
- The act prohibits unlawful discrimination in providing services and recreational facilities such as denying a trans person use of any facilities specific to their preferred gender.

Gender Recognition Act 2004

- The Gender Recognition Act allows trans people to be recognised in the opposite binary gender from their sex assigned at birth once they have met a set of requirements, however medical intervention is not required:
 - o have, or have had, gender dysphoria
 - o have lived in the acquired gender for at least two years, ending with the date on which the application is made
 - o intend to continue to live in the acquired gender for the rest of their life
 - o can provide medical reports containing specified information
- Once a trans person has received a Gender Recognition Certificate they are able to change their birth certificate and are treated as that gender for all purposes.
- A Gender Recognition Certificate exists solely for the purpose of changing one's birth certificate and the Act specifies that it is a criminal offence to request to see a Gender Recognition Certificate for any other means.
- As such, Experience Durham will not request a Gender Recognition Certificate of a student, and will treat all information provided with sensitivity and confidentiality.

Team Durham Sports

Team Durham fully adopts the Experience Durham policy of inclusivity towards transgender and intersex students, in all areas of sport competition, with the exception of Football and Rugby competitions²⁶. The Experience Durham statement of inclusion is in accord with Team Durham's Standing Orders and objectives (2.1).

Team Durham welcomes transgender and intersex students to **train** with the team which best fits their gender identity in all sporting categories, at all levels, without requiring evidence of medical transition or hormone levels. Transgender and intersex students are also welcomed to **compete** in the team which best fits their gender identity in all sports, without requiring evidence of medical transition or hormone levels, with the exception of Football and Rugby.

²⁶ Team Durham is affiliated with the Football Association and Rugby Football Union, and therefore must adhere to the gender inclusion policies of these National Governing Bodies.

Implementation:

Experience Durham will demonstrate a commitment to the education of both students and staff, and enacting cultural change, through;

- a) Running an annual event to raise awareness of LGBTI+ inclusion in sports and other extracurricular activities in line with national campaigns such as the Rainbow Laces campaign;
- b) Annually renewing the Durham Sports Charter and creating additional Inclusion Charters for music, theatre and volunteering;
- c) Engaging with the Durham Students' Union LGBT+ Association to develop and implement awareness raising and educational campaigns annually;
- d) Delivering inclusion training for college Sports Captains/Chairs/Representatives as well as staff within Experience Durham, with the aid of the Durham Students' Union LGBT+ Association;
- e) Publicising inclusion policies through the website, social media, and emails to all students.

Experience Durham will ensure this policy remains consistent with national equality law through periodic review of this policy, with the first review taking place in academic year 17/18, and then every two years going forward. The Trans and Intersex Representatives from Durham Students' Union will be involved in all policy reviews, as will the Union Welfare and Liberation Officer.

Team Durham will investigate the possibilities of setting up mixed-gender teams in more sporting categories, to increase inclusion of non-binary trans individuals.

Experience Durham will demonstrate a commitment to student support through identifying support mechanisms within Experience Durham, and ensuring staff are aware of appropriate external and internal services to which they may signpost LGBTI+ students.

Key contacts for signposting and advice:

LGBT+a Sports Liaison, Welfare Officer, or Trans Rep (www.durhamlgbta.org.uk)

www.durhamlgbta.org.uk

<http://www.pridesports.org.uk/>

<https://www.glaad.org/>

For information regarding DBS checks for trans and intersex individuals, information can be found at <http://uktrans.info/legislation/72-political-documents/180-disclosure-and-barring-service-dbs-checks-for-transgender-persons-formerly-criminal-records-bureau-crb-checks>

- UK Trans can also be emailed about sensitive information in DBS checks at sensitive@dbs.gsi.gov.uk. These enquiries will be treated with strict confidentiality.

TO: Assembly

FROM: Adam Jarvis, Development Officer

RE: Employability & Skills Policy

DATE: 2 June 2017

Background

Durham Students' Union has seen a number of changes over recent years. The focus of the Union is now very much on student representation and student opportunities. Employability is a key focus in the University strategy and this policy outlines our commitment to student volunteers at Durham. This policy directs our work, giving you, our student members a voice in the space of employability.

One of our aims, as a Students' Union, is to help students to develop the skills and experiences they will need to succeed in the world after graduation. A key area of focus is to gather information which gives a real insight into today's graduate employment market. There are many perceptions that lie within a University environment and the intention of this policy is to ensure that information as to 'What makes a good graduate' from an employer perspective remains available, current and relevant for you by giving you access to employers, marketplace data and work experience opportunities.

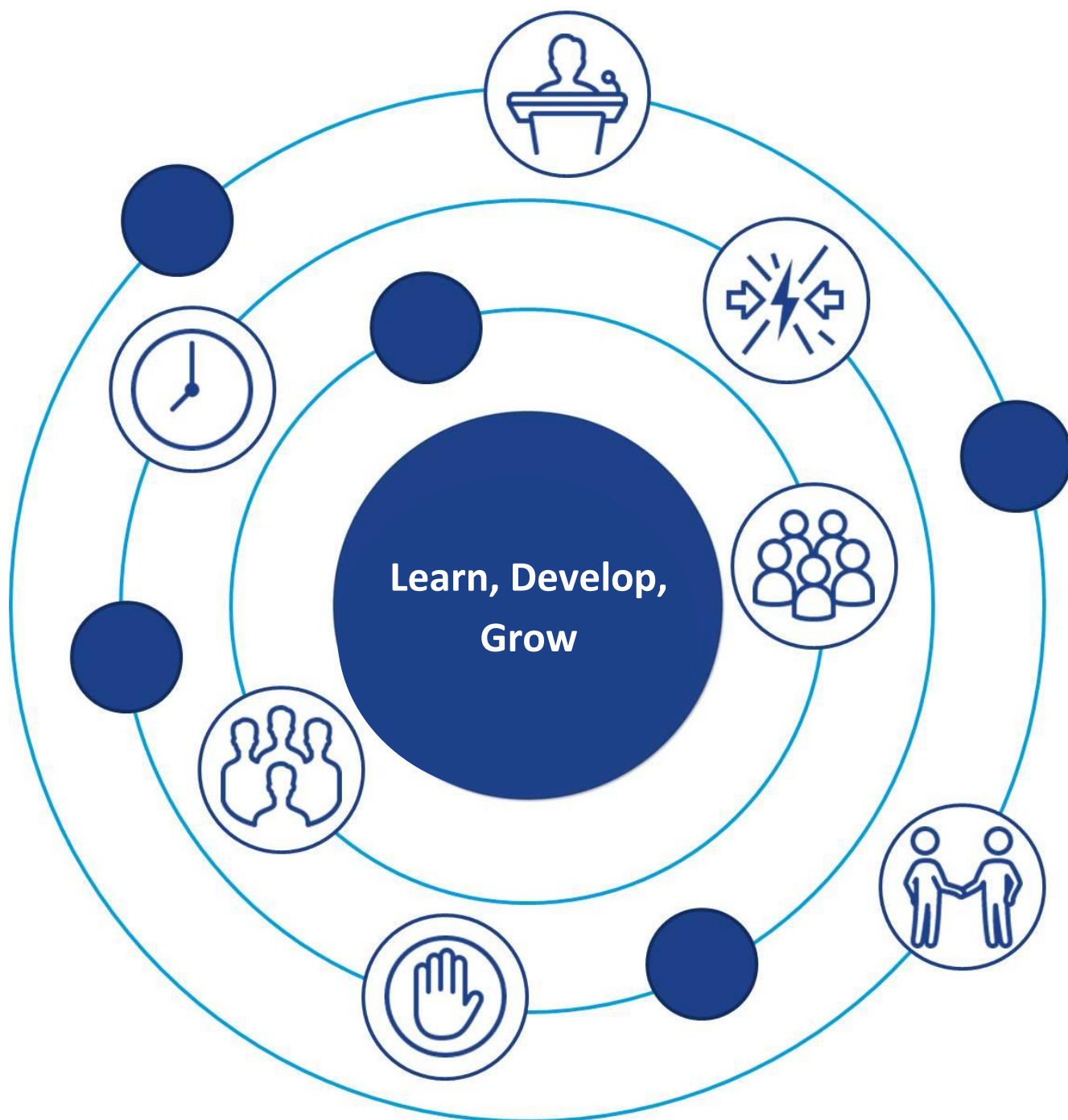
A key motive for coming to university for many students is to 'kick-start' your career. Given today's graduate recruitment market, it is evident that having clearly demonstrable skills is a critical factor to the success of a graduate as well as having a good degree. Graduates must be able to clearly and confidently present themselves in a professional and proactive manner regardless of the sector they which to enter.

As a student-led organisation, our purpose is to ensure that the university enables you to have the best future possible. This policy aims to support you in making your time at Durham a real enabler for you to have the best possible future. Graduate employers and opportunities are demanding more and more from a graduate applicant and Durham students deserve to have a range of opportunities and support to deliver this. Being student-led means that the Union has the best understanding of what students want as you direct what we do.

The Union aims to provide experiential opportunities to help students become employer ready and this policy is the first step in moving towards this. It is the goal of the Union to provide a platform which will enable the proactive population of Durham University Students' to take ownership of their career paths and develop themselves to realise and achieve their full potential.

Action to be taken/Recommendations

Any comments/changes on the attached policy; and vote to support this policy in advance of taking it to the Board of Trustees.



Employability & Skills Policy

Durham Students' Union

Employability and Skills Policy

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Foreword

Why have an employability and skills policy?

Graduates are entering the most rapidly evolving and turbulent work market ever. One of our aims, as a Students' Union, is to help students to develop the skills and experiences they will need to succeed in the world after graduation. Simply put, more and more research suggests that getting a degree, and putting a few letters after your name is just not enough to land the dream job, or to launch a career. Graduates need a portfolio of employability skills. Employers like to recruit graduates who have gone the 'extra mile', 'joined in', can work both individually and in a team, shown a capacity for leadership, and demonstrated a willingness to take risks by spending time travelling, and experiencing new situations and cultures.

The success of individuals in a knowledge-based economy will increasingly depend upon skills, creativity and imagination. While basic literacy, numeracy, technical skills and craft skills remain vital, today's economy and society increasingly demand that people have an ability to cope with change and adapt quickly to new environments and people. This is why employability skills are becoming more and more important. Conversely, people do not attend university to simply get a degree. This is merely the start of setting the path towards a prosperous future and their career of choice.

Durham Students' Union places a strong emphasis on career-focused learning and development opportunities, to enable our student members to successfully enter their choice of work or post-graduate education for continued progression. Our curriculum and support systems are designed to put student members and their future at the heart of everything we do. We believe that employability is a key attribute related to future careers, and also the overall development of our student members who have developed the personal skills and qualities to be active global citizens.

It is evident that employers are looking for graduates who have used their time at university to proactively develop their skill set beyond their academic arena. This could include, but is in no means exclusive to graduates who are skilled at presenting, building effective teams, can analyse and articulate complex information, can demonstrate leadership qualities which may have been developed through having a role in a society, sports, college, community action projects and also through work or voluntary positions.

Positions and opportunities like these are abundant at Durham University and the Students' Union. However, it is not about the position held which impresses employers; employers are attracted to graduates who can articulate their key achievements and express clearly what they have achieved through being in these roles. The title alone is not enough!

Factors influencing employability

During the period of 2015-16, 27,000 higher and degree apprenticeships were started. A significant amount of funding (£4.5 million) has been invested to promote partnerships between universities and large employers. These apprenticeships have been developed by employers, making these programmes ever more attractive. This has challenged the recruitment focus for many employers as they now have to pay the statutory levy (as of April 2017) which will inevitably make them reassess who they target for their early talent pipeline.

The government is driving through even more changes with its plans to reform Higher Education in England. With skills and apprenticeships, along with Higher Education moving into the Department of Education, there is certainly further change ahead and an ever increasing need to bridge the gap

leading up to Higher Education. July 2016 saw the publication of the long-awaited report from the Sainsbury Review of Technical Education and the resulting Government Post-16 Skills Plan. Many believe this plan is good news for learners and employers, as it provides an unprecedented opportunity to position academic and technical qualifications on an equal footing, however, this could be seen as bad news for our students as this increases the competition for graduates even more.

With the focus on employability becoming more pertinent in HE with the reform of the Destination of Leavers from Higher Education Survey (DLHE) and the new approach to measuring employability in the Teaching Excellence Framework (TEF), employability has to be a core focus of universities, Students' Unions and NUS to afford HE students the best opportunities for a successful career. Apprenticeships have never been in direct competition with HE, but let's be clear, with the degree led option, this does not only challenge the current landscape of the graduate marketplace; it actually changes it. Now is the time to focus on a skill for life not just a skill for a job.

1. Introduction

- 1.1 Learning is a key part of the Durham Students' Union activity. Effective learning ensures that we deliver services to people affected by Durham Students' Union in the most knowledgeable, skilled and approachable manner. Learning enables us to keep up-to-date with the latest developments and adapt to changes in technology and society, avoiding risks and capitalising on opportunities to the ultimate benefit of people affected by Durham Students' Union.
- 1.2 All student volunteers will be given reasonable access to the learning required to assist them in performing their voluntary role(s) to the best of their ability and to meet the needs of the Union and people affected by Durham Students' Union.
- 1.3 Employability is seen as a natural outcome of what we do and features in our development planning. Employability will focus on our students, not graphs and statistics. Academic curriculums often focus on content rather than skill so there is a real need to ensure that we provide an additional curriculum which supports student volunteers. Our focus is on learning gain; the improvement in knowledge, skills, work-readiness and personal development made by students during their time spent in Higher Education.
- 1.4 There are many challenges in supporting our student volunteers with employability. Currently the TEF sees teaching quality as separate from student and learning gain. It does not link teaching and learning and furthermore, does not encourage the linking of the two. We will help our student volunteers to understand and to be able to articulate what they have learnt 'vs' social capital. This will support student volunteers to develop their self-awareness ability to articulate skills in a language employers understand.

2. Our commitment to student volunteers

Student volunteering enables people to play an active role in their society and contribute to positive social change. Volunteering helps to break down social barriers and offer people an opportunity to socialise with people from different social and cultural backgrounds. The 2016 World Happiness Report revealed that social support and generosity are key determinants of national wellbeing.

We have many student volunteers who give their time to fulfil an abundance of roles from President of a society, association, common room, to organising social events, managing finances, chairing committees, to name a few. Our commitment must support our students in filling the gap between student life and employee life.

Student life typically involves:	Employee life typically involves:
▪ clear tasks	▪ ambiguous tasks
▪ flexitime	▪ working week
▪ question for perfection	▪ quest for efficiency
▪ peers	▪ hierarchies

2.1 Our principles

Durham Students' Union Principles of Student Volunteering set out key expectations of how volunteering takes place in the Union.

Our fundamental principles are based on ensuring that our student members can:

- 2.1.1 Succeed in their learning within a broad and balanced curriculum, in which they can make educated choices at appropriate stages during their time at Durham
- 2.1.2 Learn about the range of possible careers available; through meeting employers and employees, experiencing our work insights programmes and by undertaking the Durham Award
- 2.1.3 Manage themselves; their time, their working environment, their priorities and understand the personal skills expected in workplaces through the diverse opportunities which are offered by the Union
- 2.1.4 Work in teams; know how to communicate, speak clearly, listen to others, demonstrate respect and take responsibility in a variety of situations
- 2.1.5 Solve problems; be creative, reflective, learn from their own and others experiences, developing solutions to challenges
- 2.1.6 Willingness to learn; choose to reflect on their own behaviour and the impact it has on others and taking the time to develop themselves through our range of opportunities

2.2 Our commitment

Our fundamental principles form our commitment to:

- 2.2.1 Working with CEEC and representing student needs to ensure that there is access to skills development programmes, employability events, careers advice and work experience opportunities
- 2.2.2 Offer a framework which supports our 'student volunteer' which also shapes their employability
- 2.2.3 Broadening work experience opportunities by providing alternatives routes such as the Work Insights programme
- 2.2.4 Giving student volunteers the opportunity to develop skills which are recognised by the Durham Award
- 2.2.5 Participate in activities that will offer our student volunteers the chance to develop their leadership, creativity, enterprise skills and risk-taking
- 2.2.6 Offer experiential development programmes and learning opportunities which are based around recognition and respect for equality and diversity, the development of confidence, social skills and an increased knowledge of the world around us and the global community
- 2.2.7 Offer a leadership assessment tool to help student volunteers measure and assess their own development

2.3 Benefits for the student volunteer

- 2.3.1 People who engage in altruistic activities (e.g. student volunteering), report a greater sense of purpose and meaning in their lives
- 2.3.2 The NHS lists a number of health benefits relating to volunteering, including improved quality of life, improved ability to cope with ill health and improved self-esteem
- 2.3.3 Action for Happiness list ten key ingredients for a happy and fulfilling life: giving, relating, exercising, awareness, trying out, direction, resilience, emotions, acceptance and meaning. We feel confident that being a student volunteer ticks these boxes!
- 2.3.4 Student volunteering is an opportunity to learn new skills, and can boost employment prospects
- 2.3.5 Student volunteering can help to combat mental ill-health and addiction

3. The student volunteer journey

3.1 Student volunteer roles

- 3.1.1 Student volunteers fulfil a wide range of roles within the Union, University and Colleges. We recognise that our student volunteers have different needs along with different learning styles. Many of these roles have been developed by students, for students. These roles primarily exist to ensure that student experience is student-led. Example roles include (and are not limited to) executive members of student groups, executive members of common rooms along with elected positions such as Union Officers, Student Trustees, Committee members and the Chair of Assembly.
- 3.1.2 We recognise and support the need for Union activities to be student-led as this ensures that the work we do at the Union focuses on what is important to our membership. Many students enter into these roles to fulfil a passion, to develop and share an experience, or simply, just to have fun.
- 3.1.3 The skills that manifest from undertaking such positions within the student experience are often skills which can be attributed to employability skills, and as such, we will align our support framework to help our students to develop these key skills for the future.
- 3.1.4 We will focus our efforts to align to recent change in focus of the Destinations of Leavers from Higher Education survey (DLHE) to support the focus on 'employability'.
- 3.1.5 Our support framework will pay particular attention to the following areas of change in the DLHE:
 - "I am using what I learned during my studies in my current activity";
 - "my current activity is meaningful and important to me"; and
 - "my current activity fits with my future plans" .
- 3.1.6 This change of focus in the DLHE will inevitably have a direct impact of the University's focus. This is a key reason why we have introduced this policy.
- 3.1.7 A student volunteering their time is a significant commitment and we recognise that there are limitations associated with this; the degree comes first, there is limited time available to fulfil all students' needs, skills can be limited (these positions are often new experiences) and we need to support and enable our students to take on these new roles.
- 3.1.8 We have developed learning and development solutions around six main areas of focus. This enables our student volunteers to choose the learning solution which best meets their needs.
- 3.1.9 From June 2017, student volunteers can access training on-demand. This can be skills training through classroom based sessions or web-based learning through our new bite-sized learning resources. This multi-platform approach is designed to make training more accessible for all and to empower our volunteers to grow and develop their skills in a manner which meets their needs and demands.
- 3.1.10 Durham Students' Union is committed to soliciting feedback from our volunteers annually as part of a continuous improvement programme. The annual review will form actions for the year ahead to ensure that we are meeting our commitment to student volunteers.

3.2 Our framework

- 3.2.1 Durham Students' Union encourages the development of skills through ongoing learning and development opportunities.
- 3.2.2 We are committed to offering informal learning and development in support of our volunteer leaders' roles as well as formal learning and development through programmes such as Leadership Development and opportunities such as Work Insights.
- 3.2.3 Durham Students' Union believes that learning and development results in better experiences for our student volunteers. A range of learning and development opportunities are offered to all our members.
- 3.2.4 Durham Students' Union aims to enable its student volunteers to develop their potential and to make a difference to the world. Our framework consists of 6 core elements (see appendix I for full details of the framework) ranging from online resources to classroom based learning, and, employability events and experiences.

4. Learning, training and development

4.1 Accessibility to learning

- 4.1.1 Learning and development should where practicable, be flexible to meet the needs and lifestyle of student volunteers whilst ensuring learning is achieved to meet any standard required for each role.
- 4.1.2 Durham Students' Union recognises that people learn in many different ways and as such learning needs to be accessed in a variety of manners such as through classroom learning, e-learning, reading sessions or practising skills. Within the resources of the Union, we will endeavour to ensure this variety of flexible learning.
- 4.1.3 Learning should be accessible to all based on their needs to carry out their roles. We recognise that individuals have different needs to enable them to learn. So we will carefully consider reasonable adjustments that may help student volunteers access the learning they require. For example, we will anticipate and provide large print for visually impaired volunteers. We will ensure venues are accessible for wheelchairs. We will provide formal training at a range of times and days to accommodate peoples lifestyles and most importantly, we will ask student volunteers questions that help us anticipate their needs.
- 4.1.4 Durham Students' Union is committed to being student-led, as such, Union activities will be developed in conjunction with Associations, Academic reps and Union reps to ensure that the needs of students are catered for.

4.2 Learning environment

- 4.2.1 Learning is more effective when it happens in a comfortable environment. Therefore where practical, effort will be made to ensure that the physical environment for training events are comfortable and accessible. Effort will be made to ensure that learners have a relaxed and fun environment in which to learn and, if practical, time and space to reflect on learning.
- 4.2.2 We recognise that not all training is best delivered by Union staff, and we will involve subject matter experts from the university, student volunteers and our Officer team in the delivery of training, coaching and mentoring.

4.3 Evaluation

- 4.3.1 Where practical, we will evaluate the effectiveness of learning, both formal and informal. This will include not just an assessment of the learning event and the skills learnt on that day, but of the ongoing application and use of the skills and knowledge learned.
- 4.3.2 Appropriate records will be kept electronically of key learning attainments associated to the learning outcomes of key roles.
- 4.3.3 Effectiveness will be measured using the following approach:
 - Reaction: How the delegate responds to the program (validation forms)
 - Knowledge: Assessing the delegate's new knowledge and acquired skills (this will be measured through the successful completion of assignments where appropriate such as Leadership Development programmes)

- Behaviour: Assessing the delegate's leadership skills (Leadership Development programmes only)
- Impact and ROI: Perceived improvements in employability skills and ability to demonstrate/articulate this (for example, solicited from student feedback, outcome of Durham Award)

4.4 Recognising prior learning and skills

- 4.4.1 The Union recognises that student volunteers join us or take on new roles already equipped with a wide range of skills, knowledge and experience. We seek to recognise these skills where practical and not expect student volunteers to attend learning for skills they already possess.
- 4.4.2 Furthermore, we will seek, with individual student volunteers', permission to make good use of these pre-existing skills and knowledge in the development of learning and development of the Union.

4.5 Continuous learning

- 4.5.1 Learning is an ongoing process; not a one off event. We are most effective when we take the opportunities to continuously learn and improve. We will do this through inductions, initial training, and ongoing learning events and by individual reflection on how effective we are at what we do.
- 4.5.2 We recognise that much is learning by failure and mistakes. Therefore when we make mistakes we will take the opportunity to learn from the experience and continue to improve performance when faced with similar experiences in the future.
- 4.5.3 We recognise that sharing learning is a very effective and efficient way to improve overall Union effectiveness in helping our student volunteers. We recognise that learning is the responsibility of all Union staff and of the individual learner. Learning is not just something that happens in a classroom but is an ongoing process that requires focus throughout the delivery of the student volunteer role.
- 4.5.4 We recognise that for key roles, we will offer individual learning plans that will be monitored through support sessions with staff. We recognise that some student volunteers' support comes typically, not from staff, but from other student volunteers. We therefore will seek to ensure that student groups receive adequate information, guidance and support to allow them to continually learn. This may be through local inductions, development of key roles or through the provision of clear written literature.

4.6 Record keeping

- 4.6.1 Durham Students' Union Learning Coordinator is responsible for the student volunteer's record of training. This will be updated on a regular basis. Student volunteers are responsible for ensuring that they sign in for all training events to ensure that records maintained are accurate and up to date. All records of feedback from student volunteers will be analysed and are available to student volunteers upon request by email to dsu.training@durham.ac.uk.

4.7 Role specific learning (see appendix II for role matrix)

- 4.7.1 Some roles require specific skills and knowledge to allow student volunteers to take on the responsibility. Student volunteers who require such skills and knowledge will be invited directly to receive the relevant training.
- 4.7.2 Some roles, such as Treasurer, require student volunteers to undertake specific training (such as Finance training) as early into the tenure of the post as is reasonably practicable. Other roles may allow for competency to be slowly developed whilst practicing the role.

Summary

From what could be considered as simple as CV/cover letter checking to confidence building and assessment centre skills, it is the goal of the Union to provide a platform which will enable the proactive population of our student members to take ownership of their career paths and develop themselves to realise and achieve their full potential.

It is evident that having clearly demonstrable skills is a critical factor to the success of a graduate as well as having a good degree. Graduates must be able to clearly and confidently present themselves in a professional and proactive manner.

Graduate employers and opportunities are demanding more and more from a graduate applicant. Employers want to see graduates who can provide proactive evidence of personal development. Many employers focus on attitude to ensure that they are hiring graduates who are developing professionals.

It is well known that employers are inundated with a high volume of applicants and can afford to be extremely critical in their selection process. Our student members must be proactive and invest in and develop their own employability. We (the Union) can tailor relevant skills training to address this and provide experiential opportunities to help students become employer ready.

APPENDIX I

Student Volunteers

Skills & Training Framework

Student Volunteers

Skills & Training Framework



2017

Skills Training
Programmes

Employability
Events & Fairs

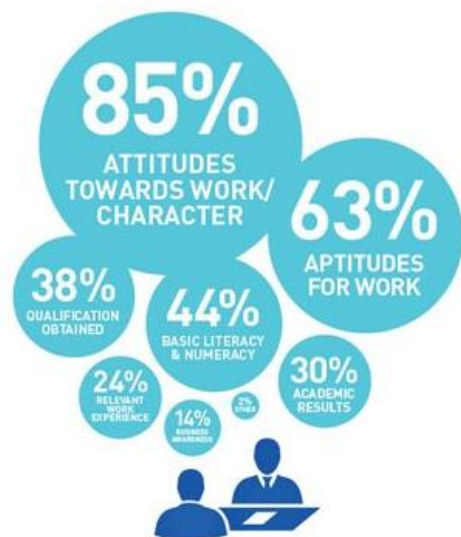
Bite-size Learning

Coaching &
Mentoring

Leadership
Development

Calendar &
Signposting

Student Volunteers - Skills & Training Framework



Welcome to the Learning & Development hub! This guide is designed to show you all the opportunities available to you from your Students' Union to help you develop your skills and your employability following your experience as a student volunteer.

So why focus on employability and skills? Simply put, more and more research suggests that getting a degree, and putting a few letters after your name is just not enough to land the dream job, or to launch a career. Graduates need a portfolio of employability

skills. Employers like to recruit graduates who have gone the 'extra mile', 'joined in', can work both individually and in a team, shown a capacity for leadership, and demonstrated a willingness to take risks by spending time travelling, and experiencing new situations and cultures.

The success of individuals in a knowledge-based economy will increasingly depend upon skills, creativity and imagination. While basic literacy, numeracy, technical skills and craft skills remain vital, today's economy and society increasingly demands people with an ability to cope with change and adapt quickly to new environments and people. This is why employability skills are more and more important. Conversely, people do not attend University to simply get a degree. This is merely the start of setting the path towards a prosperous future and their career of choice.

Getting started

There are six areas of focus; skills training programmes, bite-sized learning, employability events & fairs, leadership development, coaching & mentoring and our calendar & signposting (taking you to other

areas of interest which can help you with employability and skills).

This guide is broken down into the six aforementioned sections and will explain how to use the tools/resources available, how to access them and what is available along with how to request additional tools and resources. We want you, our students, to help shape this to deliver what is right for you.

Best wishes,

Adam Jarvis



Development Officer

Skills & Training Framework - introduction

Student volunteer development has a greater scope than simply ensuring that there are many extra-curricular activities for you to be a part of because your development involves everything that you do as an individual. It is sometimes summarised as “becoming the person that you really want to be”. To effectively do this you first need to take stock of where you are personally and decide what is needed to bridge the gap to the “ideal” you. This involves an honest assessment of strengths and weaknesses, particularly in areas such as:

- Dealing with people
- Personal ethics
- Personal competencies

As well as taking the opportunity to ask those whose judgement and honesty you trust, you can look back over your own performance in recent months. Ask how many of your objectives you have met and how well you have worked with others in meeting these objectives, including the balance between how you are performing both at university and in your student volunteer role(s). There is no point in hiding faults or failings at this stage – this is your personal assessment, after all.

You might choose to work on are issues such as:

- Reliability – do you over-promise and under-deliver on tasks?
- Team working – do you support peers in their work or are you single-minded in achieving individual objectives rather than team goals?
- Communication – how well do you pass information to others and how good are you at picking up verbal and non-verbal communication?
- Planning – are you often surprised by events and then think that you could have anticipated things?

Wherever you identify an area to improve, you need to consider next how to go about improving.

Areas that can be considered are:

- Time management – we need periodically to establish our priorities and manage the time available to deliver the desired result
- Assertiveness – it is often easier to say “yes” when we want to say “no”, but these additional bits of work often

prevent us from doing what is important

- Communication – we can all improve at this and spend time testing how well we communicate in the various media we use, considering both giving and receiving.

Whatever you decide to do in order to develop yourself within your student volunteer role(s), there are always learning techniques or methods that can help you gain an understanding of your own competencies, help you improve your personal and professional life and grow as a person.

To help support you in as a student volunteer, Durham Students’ Union has developed the **Student Volunteer Skills & Training Framework**. This offers a variety of learning opportunities to help you to become successful in your role.

The framework has been developed with you in mind and ensures that there is a blend of learning opportunities to help you accelerate in all you do. From classroom training, to learning on-the-go, and, experiences to help you develop the skills to be effective now and in your future.

Skills & Training Framework – in summary

Area of focus	Who this is suitable for	Overview
Skills training programmes	All student volunteers, programmes work well for intact teams or for individuals who are seeking to develop their skills	Our skills training programmes help you to learn to take responsibility for your own success and collaborate with peers on best practices. You will have the opportunity to try practical solutions which you can use in your student volunteer role tomorrow. Understand from your peers why many student volunteers act as they do when faced with difficult or challenging situations and share best practice and experience. Understand how your peers take ownership of their own behaviours and the lessons they have learned through experience in their student volunteer role. Learn how to incorporate learning strategies into practical application and most of all, have a great time!
Bite-size learning	All student volunteers	Bite-sized learning, unlike the traditional approach, focuses on meeting the needs of student volunteers. It complements your information-rich lifestyle. It enables you to access small chunks of information at your fingertips, anytime and anywhere. No more lengthy lectures. And no more rigid schedules. You can now learn in your spare time and learn only what you're interested in. It's not surprising that many student volunteers find traditional training overwhelming and ineffective. There's too much data being dumped, in addition to the long lectures you're compelled to attend. This approach obviously makes it hard for student volunteers to retain lessons. Develop at your own pace and set your own agenda through our bite size learning offering.
Leadership development programmes	Student leaders and those looking to develop their leadership experience	Leadership development can provide significant benefits to student volunteers. With leadership development you can be more effective in dealing with your exec team and create stronger, more productive relationships with peers. Our experiential programmes will help you to set higher goals and find the means to reach these goals which can help you to experience greater satisfaction and help you to articulate your employability skills. Ultimately, we want to help you to realise and develop your leadership potential.
Employability events & fairs	All student volunteers	Experience is a key part of your development. The more career fairs you visit the more comfortable and confident you will become. Then, when it comes time to find a job or internship you will know what to expect. Career fairs also introduce you to the realities of the job search and help you better understand all it takes to get a job. The fair provides outstanding networking opportunities. You'll meet people who work with organisations that interest you and hear the reasons why their company might be a great place for you to work. You will also be able to ask questions like "What are you looking for in a successful candidate for this position?" You never know what relationships you will cultivate and how they may help you down the road.

Skills & Training Framework – in summary

Area of focus	Who this is suitable for	Overview
Coaching & mentoring	Student volunteers looking to develop their peers and student volunteers, looking for 1-1 support to help them develop specific skills	Coaching and mentoring are both forms of one-to-one paired support relationships aimed at facilitating personal development. For you as an individual, the benefits can be endless, and often include improved personal performance, increased motivation and morale, provision of an unthreatening environment for discussion, encouragement to tackle difficult tasks, help with the transition from one student volunteer position to learning for yourself rather than being taught, stress management and the opportunity to develop your social networks. There are also benefits for you as a coach/mentor. This role can give you greater visibility and respect within your network, an opportunity to practice your personal skills and share knowledge/skill and experience and satisfaction in seeing your coachee/mentee develop. Coaching and mentoring both promote self-reliance, self-confidence, self-awareness and personal learning.
Calendar & signposting	All student volunteers	Here we bring together support from across the university in one shared space. Signposting is a way of sharing information with all student volunteers which also reduces the amount of emails received. You can check the information at any time by browsing Durham Student Unions' 'Learning pages'. We want to help our student volunteers to locate meaningful employability and skills information. The university Career Services hosts a variety of events that help our student volunteers grow and become prepared for their career path including workshops, employer visits and job fairs. This includes employer meetings, skills training workshop, mock interviews and CV writing to name a few areas. You can also put your experience as a student volunteer to practice by using this a route to gaining the Durham Award.

Student Volunteers - Skills & Training Framework

The matrix

[illegible]

Student Volunteers - Skills & Training Framework

The matrix

[illegible]

Learning and Development Hub

Skills Training Programmes



2017

Skills Training Programmes

These are short classroom based training sessions to enhance your personal effectiveness.

Skills training programmes are typically 1 hour – 1.5 hours in duration. They are face to face, classroom based programmes. These programmes are suitable for a classroom size of 8-18 learners.

Our programmes involve group activity as well as taught elements. These programmes are also a great way to meet new people when attending an open programme, or to improve the performance of an in-tact team when delivered for a set audience.

Programmes currently on offer:

Student Groups With Impact (time-tabled Easter term)

Developed with student group leaders in mind. During this session you will:

- Develop your understanding of your role and responsibilities within your student group and explore what this means in relation to the wider executive team
- Have built an understanding of how to run a sustainable group and the importance of having short and long term goals
- Explore ways of developing your group's potential and learn how your group can deliver long lasting impact

Risk Management for Events (time-tabled Easter term)

This practical training helps student groups to explore the principles of risk management in the context of a student group event. You will gain an During this session you will:

- Understand the risk management framework from start to finish
- Understand how to embed risk management within your student group's culture
- Develop your ability to effectively and resourcefully assess and monitor risks using practical tools

Active bystander (On-demand / time-tabled Easter term and Michaelmas term)

This session will outline the role that students can play in challenging harassment in our community and give the opportunity to explore and practice possible interventions.

By the end of the session you will:

- Understand what we mean by sexual harassment
- Understand what a bystander is and how one can become an active bystander
- Be able to choose techniques that prioritise safety

Feel empowered to make a decision about when and how you are able to challenge sexual harassment

First Aid (time-tabled Easter term)

This session provides first aid training primarily to do with cardiac arrests and covers:

- primary survey
- the recovery position
- CPR and use of a defibrillator
- incidents linked to the heart, such as managing shock, heart attacks, angina and major bleeds

Finance (time-tabled Easter term)

In this session we will cover:

- Budgeting and money society finance management
- Grants and the grant application process
- Financial Forms and Processes
- The Expense365 App
- How VAT is handled regarding society finances
- Any finance queries will be answered throughout
- There will also be an element of interactivity

Handling conflict (On demand)

Conflict is a fact of life, inevitable and often creative. Conflict happens when people pursue goals which clash. During this session we will:

- Consider 'what' is conflict;

- Discuss and explore the importance of conflict;
- Understand our own approach to conflict; and
- Apply techniques for resolving conflict.

Influence & negotiation (On demand)

The session will outline effective methods for gathering student opinion, processing opinions to reach consensus, and finally how to take that to decision makers to achieve your aims.

By the end of the session you will;

- Have built an understanding of how to effectively gather student opinion to enable effective representation
- Understand your own preferences for negotiating and influencing and be able to adapt your style where necessary

Time management (On demand)

An often overlooked skill that is essential to being a volunteer in a student body organisation is the ability to correctly manage your priorities to ensure the great work you do is not to the detriment of your life beyond this.

By the end of the session you will;

- Have built an understanding of how to effectively manage your time and diary
- Understand your own working style and the importance of having a balance of rest and play

Inclusive events (On demand)

This session will offer guidance on how to make events as wide reaching as possible in their appeal and as effective and efficient as possible in their organisation and delivery.

This session will feature both practical tips and more formal methods for you to take away and work on.

By the end of the session you will;

- Have built an understanding of the key planning stages for an effective event
- Be aware of the impact that the decisions you take when organising an event will have on those attending

Effective committees (On demand)

This session will provide a broad outline of what a good committee looks like and some of the skills and traits needed to be a strong and constructive committee member.

It will also include a section with some guidance on how to effectively chair a committee to ensure the most efficient use of time and best achieve the outcomes.

By the end of the session you will;

- Have learnt skills applicable to all committees you work with
- Develop an understanding of how to work constructively to achieve common goals

Public speaking (On demand)

In this session we will explore what happens when you have to speak in public.

Learn how to:

- Prepare and give a memorable pitch or talk
- Think on your feet and handle tough questions
- Control fear of speaking in public
- Eliminate annoying speech habits

Learning and Development Hub

Bite-Size Learning



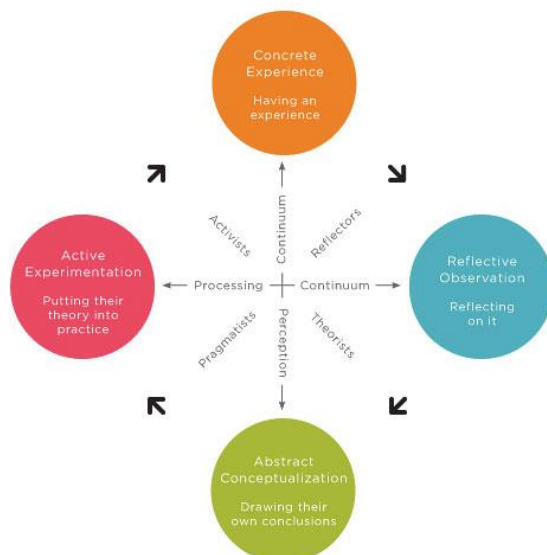
2017

Bite-Size Learning

Here you will find over 200 learning tools to support you with your everyday needs. These range from mini diagnostic tools, to short exercises, questionnaires, video-clips and much more. Learning on-the-go to suit your busy student life, these tools can be used independently or in groups.

Subjects range from dealing with conflict, to being assertive, to chairing meetings to time management and many more!

Are you hungry? Take a bite!



There are seven categories within the toolkit sections:

Self-awareness – Learning Styles were developed by Peter Honey and Alan Mumford, based upon the work of Kolb, and they identified four distinct learning styles or preferences: Activist, Theorist, Pragmatist and Reflector. These are the learning approaches that individuals naturally prefer and Honey & Mumford recommend that in order to maximise one's own personal learning each learner ought to understand their learning style and seek out opportunities to learn using that style. Use the diagnostic tool to assess your learning style to learn more about you. Here you will find tools to help you understand your strengths, weaknesses and blind spots. Ultimately, this will help you focus your personal development in a way which really works for you.

Team effectiveness – understand the key components of effective and high performing teams. Learn about the characteristics of great teams and gain guidance and support on creating and leading teams of this nature. Whilst the theme will likely provoke interest, it is most likely to be useful to leaders of teams seeking inspiration, support and practical

guidance in building and sustaining winning teams. Learn how to build great teams and how to effectively lead the building of a team. Learn the skills of team working and how to assess the health of your team as well as the skills of the team. Explore how to problem solve in groups and the importance of setting team objectives.



Effective meetings – these tools provide guidelines on how to organise and chair effective meetings. They look at the preparation required, techniques for effective organisation and chairing, the importance and ideas for record keeping and the all-important follow up. It is useful for anyone who has to run or organise meetings and who wishes to improve their skills. Learn how to chair and organise effective meetings. Understand

conflict and explore solutions for handling conflict. Learn how to be effective in decision making and grow your facilitation skills to get the most out of your meetings.

Membership/student focus – learn how to create a membership focused team. Use the exercises to build your understanding of get to build a great service which works for your members. Achieve excellence in membership service and learn how to identify the needs of your membership

Developing personal skills – create awareness of the concept of different behaviours and styles within communication and relationships and to look at the effect these can have. Learn how to build trust and rapport. Assess and raise your assertiveness. Improve your influence skills and learn how to use active listening. Improve your time management and understanding how to be effective in managing change.

Leadership and management – understand the principles of Dr Paul Hersey's Situational Leadership model and look at how it can be applied in the workplace. It will be useful for anyone who wants to develop their knowledge of leadership styles. Learn how to

create the right conditions to enable motivation and productivity. Understand action centred leadership. Develop strategies for delegation and learn how to inspire others. Develop a framework for communication and learn how to apply situational leadership.



Learning and Development Hub

Employability Events & Fairs



2017

Employability Events & Fairs

Our aim is to form lasting, mutually beneficial relationships between our students and employers. In addition, we are helping students to organise their own employability events. These events will be tailored to your individual needs. Come and have a chat and tell us what you would like to see!

Our students have a direct impact on their own employability opportunities through our Employability Working Group, which meets twice a term to share best practice and to review the employability initiatives. In this way, our students have a direct impact on the development of their own employability skills by managing their own projects and contributing to the transformation of their own learning. This is also an opportunity to explore what is coming up in that term from the Union as well as Careers, Employability and Enterprise Centre. If you are interested in becoming a member of this group, please email dsu.training@durham.ac.uk.

Careers, Employability and Enterprise Centre have many employability initiatives. These are designed to help all students take control of their own employability skills and develop themselves on both personal and professional levels so that they have the ability to pursue any career they choose on graduation.

Through attending these events you will learn how the skills you have developed, within and external to your degree, transfer to life after University whilst adding new and exciting experiences to your time at Durham. You can attend events at University level, organised through the Careers, Employability and Enterprise Centre, at Faculty level and through

the Students' Union. There are many activities available for you to attend such as:

Type of Activity	Format	Benefit
Annual career fairs	1 or 2 day large-scale events with numerous employers.	Meet multiple employers, find out about work experience and employment opportunities.
Forums	Multiple employer attendees, specific sector focus e.g. accountancy, public sector, working in charities, science, and sport. Typically a formal presentation from guest speakers, plus Q & A or networking.	Interactive, sector specific, meet several employers/organisations, gain useful overview and have the opportunity to ask specific questions.
Presentations / talks	Usually a lunch time or evening session by one organisation (content can vary but typically recruitment / opportunity focussed), may include Q & A or networking.	Access key information relevant to a particular organisation (recruitment processes, opportunities, business overview etc.).
Café drop-ins	Information stand in a campus café.	Less formal opportunity to chat to an employer representative.
1-1 CV clinics and mock interviews	1-1 bookable/drop-in slot with an employer representative.	Access employer's insights, hints and tips on their application processes.
Skills Sessions	Generic presentation/interactive session e.g. 'Effective CVs' or 'Preparing for Interviews' with a graduate recruiter.	Improve your skills, gain employer perspectives and tips. Not specific to the employer's own recruitment; information relevant to any application.
External promotional activities	Varied! E.g. cake stalls, fish & chip vans, games, competitions.	A more relaxed and interactive way to meet the employer and find out more about them.

Learning and Development Hub

Leadership Development



2017

Leadership Development

Essentially, the key to attaining that all important graduate career opportunity is not just about your degree; it is about you as an individual and the skills that you will have developed throughout your studies, work experience, voluntary work, or hobbies and interests.

Many organisations view graduate recruitment as strategic hire as it is an investment in their talent pipeline to enable them to attract, develop and sustain key skills for the future. Organisations need talented individuals, and you need to demonstrate your talent and be able to showcase yourself to stand out from the crowd in that ever competitive graduate marketplace.

So, how do you set yourself apart?.... You need to be the graduate who thinks in terms of employability skills, not the graduate who solely lists all the skills associated with your degree. Employers are becoming increasingly focused on your leadership potential and your willingness to learn.

We offer two very different leadership development programmes. Our **Beyond**

Graduation programme is for student leaders in exec positions who are seeking a formal qualification which is accredited by the Chartered Management Institute.

Upon successful completion of the course and associated assignments, you will achieve the CMI Certificate in Leadership & Management at Level 5.

This programme allows you to put yourself onto a pathway to work towards Chartered Manager status and gives you a real opportunity to be recognised for your work as a leader.

The **Take the Lead** programme is for any student who is looking to develop their leadership potential. This programme runs from June to September and has three key parts which include:

- 1 week training in June to introduce you to leadership and who you are as a leader
- Paid positions as a team leader/team assistant, working with young people on a community action project for a minimum of 4 weeks through the National Citizen Service

- A final reflective learning workshop in September which includes a final presentation of your key achievements and learning along with a mock interview

If time is too precious, we also offer tools for self-directed learning. This includes toolkits on action centred leadership, motivation, delegation, inspiring others, situational leadership, to name a few.



Beyond Graduation

Introduction

Beyond Graduation is a fully accredited leadership development programme which leads to a recognised qualification. This qualification can begin your journey to Chartered Manager status with the Chartered Management Institute (CMI). Delegates admitted to the programme must have sufficient capability at the right level to undertake the learning and assessment associated with this leadership development programme to ensure that they have the ability to gain the end-point qualification.

Assessment is via practical work-based assignments, set by our training partner which is approved by the awarding body (CMI). This ensures you minimise time away from your studies and other commitments. It also enables you to undertake work study which is relevant to your own leadership context.

Progression

On successful completion of the Level 5 qualification in Management and Leadership, a number of progression opportunities become available:

- ▶ Enhance your professional status by upgrading your CMI membership
- ▶ Progress to other qualifications at the same level (e.g. from Level 5 Certificate to Level 5 Diploma)
- ▶ Progress to other qualifications at the next level (e.g. from Level 5 Certificate to Level 6 or 7 Certificate)
- ▶ Apply to become a Chartered Manager

Chartered Manager

Chartered Managers are consistent high performers, committed to current best practice and ethical standards. This is a unique designation, exclusively awarded by the Chartered Management Institute. Chartered Manager embodies a professional approach to leadership and management through knowledge, competence, professional standards and commitment to continuing professional development (CPD).

CMI Learner membership

If you are not already in membership at the time of registering on a CMI qualification then you will be provided with free Affiliate membership of the CMI through until the completion of your studies. For details of the benefits of membership please visit <http://www.managers.org.uk/>. There may be the opportunity to upgrade during your studies dependant on successfully completing an assessment with CMI.

Who is this programme for?

The Level 5 qualifications in Management and Leadership are designed for practising middle managers and those aspiring to senior management who want to develop their core leadership and management skills. You are likely to hold an executive position within one of our Societies or Associations. These qualifications focus on your personal development as a leader and will develop key capabilities and competencies.

About our partner company

Bordesley Management & Leadership Centre is an accredited management and leadership education centre. They work with managers and leaders who are ambitious and want to be successful in their careers and with companies and organisations who recognise the importance of professional development to the success of their organisation. Bordesley ensure individuals receive the training and qualifications they need to achieve their goals, and that organisations offer leadership and management training that is business focussed and improves results. The Centre is accredited by the Chartered Management Institute (CMI).

Established in 1995, Bordesley Management and Leadership Centre has developed an excellent reputation for achieving desired outcomes.

Our programme partner is Nicola Bainbridge, one of the Directors of Bordesley Management & Leadership Centre.

Programme Outline - 3 Module Certificate

- | | | |
|--------------|---|---|
| Module 1 | - | 5006 Conducting a Management Project
2 day delivery and kick-off (Oct)
Submission of proposal (Dec)
Final Submission (Feb) |
| Module 2 | - | 5005 Meeting Stakeholder and Quality Needs
2 day delivery (Nov)
Final Submission (Jan) |
| Module 3 | - | 5013 Leadership Practice
2 day delivery (Jan)
Final submission (Feb) |
| Presentation | - | 5007 Management Presentation
1 day delivery and assessment (June) |

Take the Lead

We need to increase opportunities for students' to develop their leadership capability. Our Redbrick research identified leadership development as a desire of students and it is clear that leadership potential is a key trait which employers seek in graduates.

We want to provide an opportunity for experiential learning to help you foster these skills and increase your opportunities for leadership development. We want to make these opportunities accessible to all students as we recognise the diversity of our student audience.

Best of all, Take the Lead can provide an opportunity to earn while you learn!

The National Citizen Service (NCS)

NCS need volunteers to help lead young people who undertake the NCS programme. NCS is an experience for 15 to 17 years-olds, enabling the teams to embark on exhilarating challenges, make their mark and build skills for work and life. More than 275,000 young people have already said YES to NCS

There are three phases:

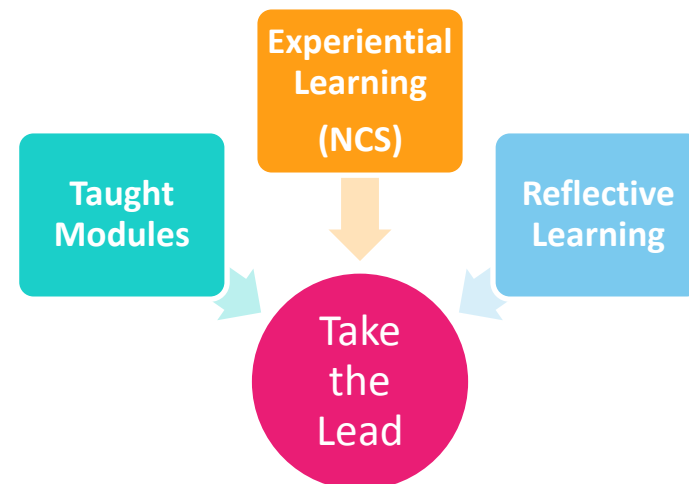
- ▶ Adventure
- ▶ Skills
- ▶ Social Action

At all stages of the journey, NCS partners with some amazing organisations and Durham Students' Union along with Durham University are looking to support this programme.

We want you – Durham Students!

- ▶ Be a team leader – you will be paid £1,800 for 4 weeks' work, plus an additional 2.5 days' training time
- ▶ Be a team assistant – you will be paid at national minimum wage and will be required to work a minimum of 3 weeks

All young people are encouraged to take part in NCS, and the government wants this programme to be undertaken by all young people in the country by 2020.



Programme Overview – Take the Lead

Taught Modules

- Understanding self and others
- Team effectiveness
- Dealing with conflict
- Public speaking
- Effective communication

Experiential Learning

- NCS programme
- Be a Team Leader or Team Assistant
- Earn while you learn

Reflective Learning

- Final presentations
- Reflective learning workshop

Learning and Development Hub

Coaching & Mentoring



2017

Coaching and Mentoring

These tools will help you to improve your understanding and application of coaching & mentoring techniques to enhance existing skills of self and others.

Here you will find a range of resources designed to support you as a coach/mentor or coachee/mentee. These tools range from mini diagnostics, to short exercises, to questionnaires, video-clips and much more. These tools allow for learning on-the-go to suit your busy student life. These tools can be used 1-1 or in group situations.

The Differences Between Coaching & Mentoring

It's understandable that you might think mentoring and coaching are similar or even the same thing. But they're not. Both warrant consideration in the workplace. Here some differentiators that we think are important.

Differentiator 1:

Coaching is task oriented. The focus is on concrete issues, such as managing more effectively, speaking more articulately, and learning how to think strategically. This

requires a content expert (coach) who is capable of teaching the coachee how to develop these skills.

Mentoring is relationship oriented. It seeks to provide a safe environment where the mentee shares whatever issues affect his or her personal success. Although specific learning goals or competencies may be used as a basis for creating the relationship, its focus goes beyond these areas to include things, such as work/life balance, self-confidence, self-perception, and how the personal influences the professional development.

Differentiator 2:

Coaching is short term. A coach can successfully be involved with a coachee for a short period of time, maybe even just a few sessions. The coaching lasts for as long as is needed, depending on the purpose of the coaching relationship.

Mentoring is always long term. Mentoring, to be successful, requires time in which both partners can learn about one another and build a climate of trust that creates an environment in which the mentee can feel

secure in sharing the real issues that impact his or her success.

Differentiator 3:

Coaching is performance driven. The purpose of coaching is to improve the individual's performance in a role. This involves either enhancing current skills or acquiring new skills. Once the coachee successfully acquires the skills, the coach is no longer needed.

Mentoring is development driven. Its purpose is to develop the individual not only for the current role, but also for the future.



When to consider coaching:

- When you are seeking to develop yourself in specific competencies using performance management tools
- When you are not meeting performance expectations
- When you need assistance in acquiring a new skill as an additional responsibility

When to consider mentoring:

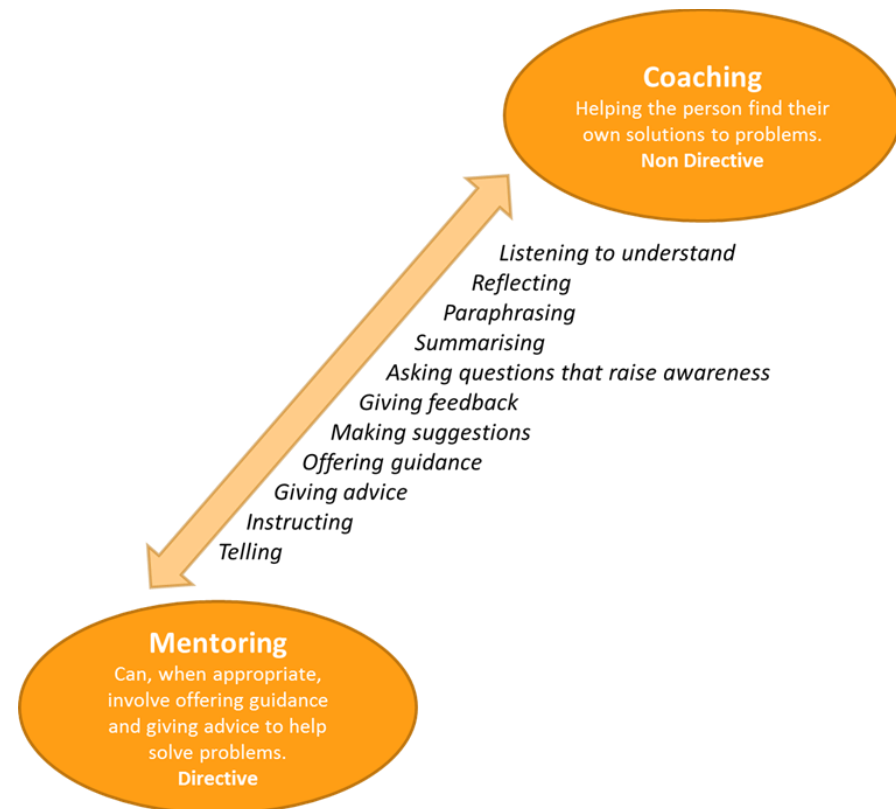
- When you are seeking to develop your leadership ability
- When you are looking to remove barriers that hinder your success
- When you are seeking to develop yourself in ways that are additional to the acquisition of specific skills/competencies
- When a you want to create an opportunity that balances the professional and the personal qualities

While mentors may use the same skills and tools in their approach to mentoring, the relationship between a mentor and 'mentee' is different to that which will develop in a coaching relationship. Mentors can be more 'directive' and provide specific advice where appropriate - a coach would not offer their own advice or opinion, but help the individual find their own solution.

What we offer

Along with a range of resources, we can offer 1-1 support for those looking to develop themselves in the role of coach or mentor. This solution would be designed bespoke for you to ensure that it meets your

own needs. This would include support in using various techniques and getting the most out of the tools.



Learning and Development Hub

Calendar & Signposting



2017

Calendar & Signposting



Calendar

Our calendar helps you to keep up to date with employability and skills events happening at your Union and at the University.

Help us shape our employability and skills events by submitting your requests to dsu.training@durham.ac.uk. If you can't find what you are looking for, let us know.

Signposting

Academic Skills Programme



The [Academic skills programme](#) supports all taught students to develop their academic writing, maths and general study skills.

There are six areas of focus:

- IT skills
- Maths and statistics
- Communication skills
- Information skills
- Literacy skills
- Personal effectiveness

Check the link on our website to see which courses are currently running and for advice on how to book your place.

Durham Award

Durham award comprises of 3 unique awards:

1. A **Departmental Skills Award** to introduce students to the idea of reflection and skills development in their first year
2. A **Professional Skills Award** (the **College Award**) to help students link their extracurricular activities to the skills that employers are looking for

3. The **Durham Award** to recognise students who have really made the most of their time at Durham and want to stand out from the crowd

Students need to have completed the Departmental Skills Award and College Award to apply for the Durham Award

Departmental Skills Award

- Students complete a discipline-specific skills audit pre-arrival
- They take part in their course, learning and developing their discipline key skills
- They reflect on their activities and times when they have demonstrated using the key skills
- Assessed by their Academic Adviser in their termly meeting
- The student receives an e-certificate if successful

Professional Skills Award (College Award)

- Students complete the remaining four sections of the Skills Audit
- Take part in extracurricular activities, work experience, volunteering, college activities, community engagement, course activities etc
- Use their experiences to demonstrate 9 of the skills
- Provide a 250 word reflection on their skills development
- Assessed by a member of their college (staff or college mentor)
- The student receives an e-certificate

Durham Award

- Student completes a LinkedIn profile
- Submit a 5 minute presentation
- Create a personal portfolio
- Assessed by Careers staff and external employers
- Student receives an e-certificate and physical Durham Award certificate

For more information, contact Tim Ellis - Employability Development Manager tim.ellis@durham.ac.uk

English Language Centre

The English Language Centre has a number of distinct functions.(ELC)

As an academic department ELC offer MA programmes in [TESOL and Applied Language Studies for TESOL](#) and an [undergraduate module](#), English and its Social Context, for Erasmus and exchange students.

As a support department ELC specialise in EAP (English for Academic Purposes) and through our [Summer Pre-sessional](#) and [Year-round Pre-sessional](#) programmes they prepare hundreds of international students for life in their academic departments. Their EAP provision also includes [Academic Language and Communication courses](#) which provide academic language and literacy support to international students throughout their

studies. Through the [Academic Writing Unit](#) ELC offer tailored academic literacy and study skills support to students (home and international) in departments around the University.

Finally, ELC have considerable expertise in offering [teacher development](#) programmes to English Language Teachers

CEEC Events

Careers, Employability and Enterprise Centre (CEEC) can offer you a variety of events from 1-1 sessions to help you plan your career or be your own boss, to open events, where you can meet employers on campus.

Visit CEEC to help you search and apply for jobs and work experience, there are many opportunities for you to get involved with during your time at Durham.

If you are interested in an employer event, visit our calendar for dates or visit the [CEEC](#) pages for further details, including how to book your place.

Durham Students' Union

2017

End of document

NUS Delegate Report

NUS National Conference was held in Brighton between Tuesday 25 and Thursday 27 April. The NUS Delegates from Durham were elected in November 2016 with a 300% increase in voter turnout. The successful delegates were:

- Ted Lavis Coward
- Gina Cuomo
- Tom Harwood
- Kate McIntosh

The four delegates were joined by the President of Durham SU, Alice Dee as an ex-officio delegate.

Elections

NUS National Conference Delegates elect the full time officer team of the National Union of Students. For the first time in known history, a Durham delegate stood in the election for National President.

Full time officer election results

nus
NATIONAL
CONFERENCE

DURHAM
STUDENTS'
UNION
Enabling Students

President: Shakira Martin
Vice President Higher Education: Amatey Doku.
Vice President Welfare: Izzy Lenga.
Vice President Society and Citizenship: Robbie Young.
Vice President Union Development: Ali Milani.
Vice President Further Education: Emily Chapman.

It should be noted that Durham delegates are not permitted to vote in the election for Vice President Further Education because they are solely elected by their membership who are students from sixth form and further education colleges.

Motions proposed by Durham delegates

Motion 208 - HE Bill and Widening Participation was submitted by Kate McIntosh. This motion would have mandated NUS to focus their lobbying regarding to teaching excellence framework to focus on equality of opportunity to ensure that students from lower income backgrounds are not cut out of education. Unfortunately, Conference did not have time to discuss this motion and it was not referred to NUS NEC (National Executive Council) who set policy between national conferences.

Motion 306 - Make University Sports Inclusive For Trans And Intersex Students. Proposed by Ted Lavis Coward, this motion mandates the Vice President Union Development to work closely with the autonomous trans officer to lobby BUCS (British University and College Sport) to revise their guidelines to be more inclusive of trans and intersex students. This was not discussed at Conference due to time constraints but was referred to NUS NEC and was later passed so is therefore NUS policy.

Motion 603 - Make NUS Events Accessible to Disabled Students. Submitted by Gina Cuomo, this motion aimed for NUS events to tackle ableism at NUS Conference and other democratic events. At the beginning of each democratic event, delegates are shown a safeguarding video and informed that they could be removed from Conference if rules are broken. Despite ableist behaviour to be prohibited, it is often treated much differently to racist or homophobic activities. Unfortunately this motion was not discussed due to the length of the previous motion in the AGM. NUS rules state that motions within the AGM cannot be referred to the NEC.

Voting Records on Motion

In order to increase transparency regarding how our delegates voted on behalf of Durham University students – their votes have been captured below. Please note that no voting records were returned by Gina Cuomo or Tom Harwood.

Priority Zone

Motion Number	Motion Name	For	Against	Abstained
100	Liberate education	Ted Kate Alice		

Education Zone

Motion Number	Motion Name	For	Against	Abstained
Motion 201	Putting Learners at the heart of the Post 16 Skills Plan	Ted Kate Alice		
Amendment 201a	No Title	Ted	Kate Alice	
Amendment 201b	No Title	Ted Alice		Kate
Motion 202	JoJo doesn't know much about quality: what a wonderful world HE could be	Ted Alice		
Amendment 202a	No Title	Ted Kate Alice		
Amendment 202b	No Title	Ted	Kate Alice	
Amendment 202c	No Title	Ted Kate Alice		
Amendment 202d	No Title	Ted Kate Alice		
Amendment 202e	HE Reform	Ted Kate Alice		
Motion 203	Save Our Support Services	Ted Kate Alice		
Motion 204	Partnership is (almost) dead, long	Kate	Ted	

	live student power!	Alice		
Motion 204a	HE Reform	Kate Alice	Ted	
Motion 205	An Agenda on Tertiary Education	Ted Kate Alice		
Motion 206	Free Education	Ted	Kate Alice	
Amendment 206a	Free Education	Ted Kate Alice		
Amendment 206b	Raise voice against increases in student tuition fees	Ted Kate Alice		
Amendment 206c	No Title	Ted Alice		Kate

Union Development Zone

Motion 301	Civic Engagement through political action	Ted Kate Alice		
Amendment 301a	No Title		Ted Kate Alice	
Motion 302	If We Don't #Lovesu's Then Nobody Will!	Kate Alice		Ted
Motion 303	Free Periods	Kate Alice	Ted	
Motion 304	NUS Extra Card	Ted Kate Alice		
Motion 310	The Inclusion Journey Continues	Ted kate Alice		

Welfare Zone

Motion 401	We Do not comply: Preventing Prevent	Ted Kate Alice		
Motion 402	Mental Health and Hardship	Ted		

Amendment 402a	An alternative to universal financial support	Alice	Ted Kate	
Amendment 402b	Living grants for all!	Ted Kate	Alice	
Amendment 402c	No Title	Ted Kate Alice		
Amendment 402d	No Title	Ted Kate Alice		
Motion 403	Hate Crime	Ted Kate Alice		
Amendment 403a	No Title	Ted Kate		
Amendment 403b	No Title	Ted Alice Kate		
Motion 404	Online Harassment	Ted Kate Alice		
Motion 405	Student Mental Health	Ted Alice		Kate
Motion 406	Mental Health: A Culturally Competent Framework	Ted Alice		
Amendment 406a	No Title	Ted Kate Alice		
Amendment 406b	No Title	Ted Kate Alice		
Amendment 406c	No Title	Ted Kate Alice		
Motion 407	Mental Health First Aid	Ted Kate Alice		
Motion 408	Ticket to Ride	Ted Kate Alice		
Motion 409	It Stops Here/ Sexual Violence	Ted Kate Alice		
Motion 410	NHS Bursaries	Ted Kate Alice		
Motion 411	Housing	Ted Kate Alice		
Amendment 411a	Renters Rising	Ted Kate Alice		

Motion 412	It's Time To Combat Anti-Semitism	Ted Kate Alice		
Motion 412a	Definition of Anti-Semitism			Ted Kate Alice
Motion 415	Supporting students with financial hardship	Ted Alice		

Society and Citizenship Zone

Motion 501	Brexit means Brexit or so we're told	Ted Alice		Kate
Amendment 501a	Remaining in the European Single Market	Ted	Kate	Alice
Amendment 501b	Challenge the 'Students are not migrants' narrative	Ted Alice		Kate
Motion 502	Placements, Apprenticeships and Education for Good	Ted Kate Alice		
Motion 503	Defend migrants and support free movement	Ted Alice		Kate
Motion 504	Commu Commu Commu Commu Commu Community	Ted Kate Alice		
Motion 505	Strengthening the Student Voice	Ted Kate Alice		
Motion 506	NUS supporting the Abortion Rights Campaign for free, safe and legal abortion in Ireland and Northern Ireland.	Ted Kate Alice		
Motion 507	Right to Protest Safely	Alice	Ted	Kate
Motion 508	Pay Inequality in Higher Education and Employment Rights of University Staff	Ted Kate Alice		
Motion 509	Fight Climate Change!	Ted		Kate Alice

AGM

Motion 601	Strengthening NUS Democracy	Kate Alice	Ted	
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Amendment 601a	We want the best not the least worst	Ted	Alice	Kate
Amendment 601b	No Title	Ted	Kate Alice	
Amendment 601c	No Title	Ted	Kate Alice	
Amendment 601d	No Title	Ted	Kate Alice	
Amendment 601e	No Title	Ted	Kate Alice	