



# Union Council Agenda

Monday 8<sup>th</sup> March 2021  
Microsoft Teams, Online

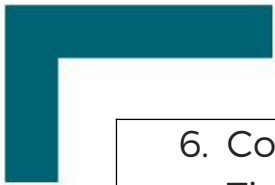
6pm – Student Engagement Workshop – EK  
(optional)

6:30pm – Union Council

1. Adoption of Agenda
2. Ground Rules
3. Apologies
4. Pronoun Policy
5. Minutes from previous meeting (taken as read)
6. Co-opting of new Part-Time Officers
7. President & Union Development Reports (taken as read)  
Verbal updates from President of Students' Union,  
President of Activities & Union Development Zone Co-Chair
8. Comfort Break – 5 minutes
9. New General Business
  1. M.2021 – 11 Increase Coordination between HUSU and the University - DR
  2. M.2021 – 12 Minimum Standard Policy – SD
  3. M.2021 – 13 Trans Students in Sport Policy – SD
10. Any Other Business (AOB)
  1. This Ends Now Campaign – EK

Next meeting – Monday 19<sup>th</sup> April 6.30pm on Microsoft Teams

Agenda Items	Timings
1. Adoption of Agenda	6:30 – 6:33
2. Ground Rules	6:33 – 6:38
3. Apologies	6:38 -6:40
4. Pronoun Policy	6:40 – 6:45
5. Minutes from previous meeting (taken as read)	6:45 – 6:50



6. Co-opting of new Part-Time Officers	6:50 – 6:55
7. President & Union Development Reports	6:55 – 7:05
8. Comfort Break	7:05 – 7:10
9. New General Business	7:10 – 8:15
10. Any Other Business	8:15 – 8:30



# Attendance Register

Title: Union Council

Date & Time: 08/2/2021 7.30pm

Location: Microsoft Teams, Online

Present:

Position	Name	Initials	Pronouns	Attendance						
				19 <sup>th</sup> Oct	16 <sup>th</sup> Nov	14 <sup>th</sup> Dec	8 <sup>th</sup> Feb	8 <sup>th</sup> Mar		
Student Presidents										
President of SU	Phoebe Bastiani	PB	She/Her							
President of Activities	Ellis Leonard	EL	He/They							
President of Education	Simeon Orduen	SO	He/Him							
President of Sport	Sian Doherty	SD	She/Her							
President of Inclusivity & Diversity	Evie Kyte	EK	She/Her							
Union Development Zone										
Councillor for Scrutiny	Mavis Sarfo	MS	She/Her							
Councillor for Scrutiny	James Dearing	JD								
Chair of Union Council	Jacob Thorne	JT /Chair	He/Him							
Environment and Sustainability Officer	Lauren Barraclough	LB	She/Her							
Activities Zone										
Councillor for Scrutiny	Sumayah Yassin	SY	She/Her							
Councillor for Scrutiny	VACANT									
Student Media Representative	Aiden Hughes	AH	He/Him							
HYMS Society Representative	VACANT									
Societies Mentors (Shared Vote)	Kofo Beckley	KB	She/Her							
	VACANT									
	VACANT									
Education Zone										
Councillor for Scrutiny	Grace Burnett	GB	She/Her							
Councillor for Scrutiny	Josh Scott	JS	He/Him							



Part-time Students Officer	VACANT												
Foundation Students Officer	Vacant												
Mature Students Officer	Holly Connolly	HC	She/Her										
Postgraduate Taught Officer	Ovie Enuke	OE	He/Him										
Postgraduate Research Officer	Emily Birch	EB	She/Her										
International Students Officer	Yipeng Zeng	YZ											
HYMS Students Officer	Maalik Imtiaz	MI											
Faculty Rep of Arts, Cultures & Education	Damaris Lupulesc	DL	She/Her										
Faculty Rep of Science & Engineering	Damien Ramezani	DR	He/Him										
Faculty Rep of Law & Politics	Paloma Redmond	PR	She/Her										
Faculty of Health Sciences	Subhashree Ravi	SR	She/Her										
President of Sport													
Councillor for Scrutiny	VACANT												
Councillor for Scrutiny	VACANT												
AU BUCS Officer	Kate Robinson	KR	She/Her										
AU Non BUCS Rep	Aisha Foster	AF	She/Her										
AU Inclusivity and Diversity Officer	Hebe Shepherd	HS	She/Her										
AU Participation & Engagement Officer (shared vote)	Sam Mills	SM	He/Him										
AU Participation & Engagement Officer (shared vote)	Charlotte Almond	CA	She/Her										
Rep for Women in Sport	Jennifer Berthelemy	JB	She/Her										
Rep for Disabled	VACANT												



Students in Sport											
Rep for International Students in Sport	VACANT										
Inclusivity & Diversity Zone											
Councillor for Scrutiny	Peace Igi-Ehon	PI	She/Her								
Councillor for Scrutiny	Michelle Okere	MO	She/Her								
LGBT+ Rep	Beth Stephenson	BS	They/Them								
Trans Rep	Luciani Angel Roelofs	AR	He/They								
Women's Rep	Abbie Gubbins	AG	She/Her								
Disabled Students Rep	Sarah Da Silva	SDS	She/Her								
BAME Rep	Shekinah Komolafe	SK	She/Her								
Social Mobility & Class Rep	Cas Nicholas	CN	They/Them								

Staff Initials (for clarity in minutes)	
Nicole Steele	NS
Elise Bateman	EBa

REGISTER KEY	
Red	Absent - no apologies
Green	Present
Yellow	Absent - sent apologies
Blue	Absent but shared vote member attended meeting
Black	Vacant role



# Minutes

**Title:** Union Council

**Date & Time:** 8<sup>th</sup> February, 7.30pm

**Location:** Microsoft Teams

## 1. Order of Business

### 1. Adoption of Agenda

No objections to the addition to AOB 'Black Students' awarding gap'

### 2. Ground Rules

Logistics

### 3. Apologies

Charlotte Almond

Ellis Leonard (President of Activities)

### 4. Pronoun Policy

Members and attendees provided their preferred pronouns in the chat. Name + Role + Pronoun

### 5. Minutes from previous meeting (taken as read)

Minutes from previous meeting were approved and taken as read. GB advised the date for the next meeting was typed in error. The Chair confirmed the date of the next meeting as Monday 8<sup>th</sup> March.

### 6. Co-opting of new Part-Time Officers

James Dearing – Councillor for Scrutiny, Union Development Zone.

19 in favour 0 against 0 abstain

James Dearing has been co-opted to the role of Councillor for Scrutiny of Union Development Zone.

### 7. President Reports (taken as read)

Chair advised if there are any questions for the President of Activities they can be asked in the chat or email [huc-council@hull.ac.uk](mailto:huc-council@hull.ac.uk) and they will be forwarded to Ellis.

#### **President of Inclusivity & Diversity report –**

No questions.


#### **President of Students' Union report –**

No questions.

#### **President of Education report –**

Provided verbal update of report. The written report will be included with the papers for the March meeting.

GB – Is there any update on the library extending their hours?



**SO** – Not at this moment. There was recent conversation didn't give much hope. At this point, it seems like nothing is going to happen and SO was not happy with this response. In light of the current issues and the impact of the library closing had on students, BAME (Black Asian and Minority Ethnic) students in particular. SO advised this question will be asked again.

**OE** – For Verizon, is there a tentative plan to give students access before the end of May?

**SO** – The software is currently available. Have you been in touch with your module leader to get access?

**OE** – For now we can only access on campus and we have to pay to get access from home

**SO** – I will find information on how to download the software and send across to share with your peers. Module leaders should have shared this information initially.

**OE** – Module leaders advised the software can only be accessed on campus.

**SO** – Suspected there wasn't enough engagement with the software, SO has asked ICT for an update on how many students were accessing/downloading the software. Getting in touch with TEA (Teaching Excellence Academy) as if the information has come from TEA. SO is working on it and picking this up as an action.

No further questions.

#### **President of Sport report –**

Provided verbal update of report from the January advised to facilitate the updated report by email and will be included in the 8<sup>th</sup> March papers.

**GB** – Who is Nicole Bateman meant to be?

**SD** – Explained that Nicole Bateman works for the University and is very involved in the Team GB partnership.

No further questions.

### **8. HUSU Board Update**

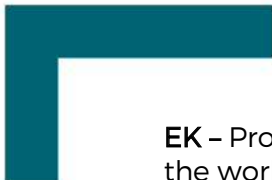
**PB** provided an update from the HUSU Board of Trustees meeting. Main importance was about the upcoming elections. Elections have been pushed back due to the pandemic and the trustees felt that it would be best to delay elections. Discussed potential changes to the President team and spreading out the work that presidents do with the University.

**EK** – Advised the process of the Trustee meetings and how the voting process/discussion process takes place and to assure council that the decision making was made in accordance to the Bye-laws.

No further questions.

### **9. New General Business**

**M.2021 – 9 BAME Mental Health**



**EK** – Provided a summary of the motion and advised the motion is to carry on the work done and act on the recommendations that have come from the research done with Black Asian and Minority Ethnic Mental Health.

**Technical Questions:** None

**General Questions:** None

**Debate:**

**MS** – Advised their break out room discussed having a part-time officer such as having a male and female PTO as the joint Black, Asian and Minority Ethnic representative.

**PB** – Reiterated why it is important to carry on the work and bring it to this space.

**EK** – Discussed the information regarding a practitioner. Advised other universities have an option for students to request a councillor, such as a Black, Asian or Minority Ethnic practitioner to talk to.

**LB** – Wondered if there is a way to introduce a review process to make sure the work is ongoing? LB has proposed an amendment to the motion

**EK** – Agreed to the amendment.

**NS** – Advised anything that comes into Union policy is automatically reviewed on an annual basis, but that is not to say that this cannot be an amendment to the motion.

**EK** – The motion would make sure it is reviewed by the University as well.

The motion was amended to add the wording: and for Hull University Students' Union & the University to review the recommendations on an annual basis.

### **Vote on the amendment**

**17 in favour. 2 against. 1 abstain.** Amendment passes.

**Debate on amended motion:** No further debate.

### **Vote**

**21 in favour. 0 against. 0 abstain.** Motion passes.

## **M.2021 – 10 Decolonising the Curriculum**


**EK** provided a summary of the work done on decolonising the curriculum and the purpose of the motion is to make sure the University and future Presidents carry on the work of diversifying the curriculum.

**Technical Questions:**

**MS** – How far do you want to go with decolonising the curriculum?

**SO** – The current curriculum has a White European centric theme. For instance, when talking about WWII the curriculum focuses on Europe and anything outside of that information is focused on the US. Would like to take this motion as far as it can go, until the curriculum is diversified in regards to





reading material and those that teach the subjects. I want the university to investigate the curriculum and look at those nuances and fill in those gaps.

**MS** – You don't want to take anything away from what's currently on the curriculum?

**SO** – No, I want this to add to the current curriculum and expand the other perspectives in the curriculum.

No further technical questions.

#### **General Questions:**

**SM** – Should there be a review process put in place for this motion?

**Chair** – Are you proposing an amendment?

**SM** – Yes.

**Chair** – **SO**, do you accept the amendment?

**SO** – Yes.

The motion was amended to add the wording: we would also like to propose that this project is reviewed on an annual basis.

#### **Vote on the amendment**

**20 in favour. 2 against. 0 abstain.** Amendment passes.

#### **General Questions on amended motion:**

**PB** – on behalf of **EB** – How will the process work?

**SO** – Currently I sit on the education planning committee and I look at programme design and decolonising the curriculum has been added to the curriculum template. So, far the new template hasn't been used. Any new programmes will use this template. The university has stated that decolonising the curriculum is happening through transforming programmes, however it is difficult to tell how decolonising the curriculum has had a part to play in transforming programmes. There have been three different groups set up, **HYMS** looking at the curriculum, students are able to talk about their experiences and the delivery of programmes as well as closing the awarding gap. I have been working with Katherine Hubbard who is working on the awarding gap and has an interest in decolonising the curriculum and I will continue to work with Katherine on this.

#### **Point of Order:**

**Chair** – The meeting is slated to run over 9.30pm does anyone have any objections to this?

**HC** – Advised would need to leave but no objections to meeting carrying on.

**RS** – No objection, but would need to leave the meeting early.

**Chair** – The current motion will move to vote due to time constraints.



## Vote

22 in favour. 0 against. 0 abstain. Motion passes.

### 10. Any Other Business (AOB)

#### 1. LGBT+ Mental Health Campaign

**EK** – Advised the campaign has started and there is a survey on the union website as well as an open forum on 9<sup>th</sup> February.

**GB** – What time is the forum?

**EK** – 5.30pm and an invite will be sent.

**No further questions.**

#### 2. Black Students' Awarding Gap

**EK** – Advised a conversation was had with Katherine Hubbard in regards to the awarding gap. Black students awarding gap has increased since the last academic year. A call to action to express any feedback about any issues or experiences that could help increase and close the awarding gap for black students.

**SO** – Asked if everyone knows what the awarding gap is?

**EK** – Advised the awarding gap is looking at the grades students achieved and breaking those down by demographic. How many students of any given demographic have achieved a first, second, etc. It has been found that the awarding gap between white students and black students has increased since the last academic year.

**No further questions.**

The meeting was adjourned. The next meeting is **Monday 8<sup>th</sup> March at 7.30pm**

# President of Inclusivity and Diversity Report

Evie Kyte

22.02.21 (For Union Equality Diversity and Inclusion Committee 04.03.21)

Objectives	Done	Next steps
Sexual Assault Support (This Ends Now Campaign #TEN) (With Phoebe)	<ul style="list-style-type: none"> <li>• Action Plan for training and communications and reporting subgroups.</li> <li>• . Meeting with Jenny, women in sports representative Sian and Phoebe to talk about a campaign for Women's Safety.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Produce promotional content for when consent training is released</li> <li>• This Ends Now to be properly launched at the beginning of March!</li> <li>• Consent to be uploaded to MyJourney</li> </ul>
Black Asian and Minority Ethnicity Students	<p>Black Asian and Minority Ethnicity Mental Health</p> <ul style="list-style-type: none"> <li>• Passed motion to lobby for recommendations at Union Council!</li> <li>• Presented report to Mental Health Working group- will bring to new University Social Justice Board in future.</li> <li>• Met with Campus Inclusion and Community (ICC) team to discuss report and how it can be incorporated into the University's Racial Inclusion strategy.</li> </ul> <p>Black Students Awarding Gap</p> <ul style="list-style-type: none"> <li>• Attended forum with a number of black students, Simeon and Katharine Hubbard (University researcher)</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with Rachel Hobday on 22.0.21 to discuss more in detail about the racial inclusion strategy.</li> <li>• .Bring to future social justice board.</li> </ul>

<p>Awarding gaps are the number of students awarded first and 2.1 degrees from a social group compared to their counterparts who are not part of that social group. For characteristics, such as mature and disabled students this gap decreased in the academic year 2019-20, however the gap increased for black students.</p>	<p>to get their experiences about the specific barriers and issues that black students have faced as a result of the pandemic and blended learning. KH compiled this into a report from what students had raised, including library provisions, mental health provisions and cultural and socio-economic factors.</p> <p>Black, Asian and Minority Ethnicity Representation</p> <ul style="list-style-type: none"> <li>• Low engagement from students- looking at internal changes that can be made to move towards appreciating different cultures and ethnicities, and not homogeneisng groups under the umbrella 'BAME'. Eg Can BAME students' representative be offered optional training which includes experiences from different cultures and ethnicities to help them feel more comfortable in their role?</li> <li>• Found training that might be suitable as an option for a variety of roles to help them feel more comfortable (included culture, disability, LGBT+ and gender)</li> </ul>	<ul style="list-style-type: none"> <li>• Update from next meeting with KH.</li> <li>• Meeting with Nicole and Elise to discuss internal ideas further.</li> <li>• Update on campaign released to students as part of 'call us out' blog.</li> <li>• Practice training to see if it is relevant/appropriate for student volunteers.</li> </ul>
<p>Accessibility</p> <p>Closed Captions Campaign</p>	<ul style="list-style-type: none"> <li>• Met with marketing to develop ideas for closed captions policy. (ie Defining practice for live recordings, pre-recorded content and archived videos, the software to be used etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Check draft of Promise with Cambridge rep, Sian, Ellis and HUSU disabled students' representative, Sarah.</li> <li>• Consult with HUSU marketing team around HUSU website support pages and how/if information about accessibility can be incorporated.</li> </ul>

<p>Sharps Bins Campaign Campaign to increase availability of sharps bins on campus for students who need to dispose of needles. (Motion passed by Ellis Leonard in 2019)</p>	<ul style="list-style-type: none"> <li>• EK and EL met with Res Life and student support to talk about the campaign, and decided that priority areas would be library, student central and Canham Turner.</li> <li>• EK written survey for disabled students encompassing several aspects, including how useful sharps bins would be on campus.</li> </ul>	<ul style="list-style-type: none"> <li>• Disabled students' survey to be released on HUSU website.</li> <li>• EK and EL</li> </ul>
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### Other Things to note:

Currently analysing results of 'Inclusivity survey' which asked about what students thought of the current projects and priorities of the President of Inclusivity and Diversity.

04/02/2021

Objectives		
<u>Objective &amp; Context</u> Name the objective you are working towards. Briefly describe why this is your objective, who it affects and what outcome you would like to achieve.	<u>Completed actions</u> Include subheadings and detail of engagement with students, meetings and feedback to students.	<u>Next Steps</u> List your next steps and what you hope to achieve from them.
Recognise – recognising the issues that are at the forefront of the AU by listening to student voices and organising the Sports Zone.	<p><b><u>Sports Pass Refunds</u></b></p> <ul style="list-style-type: none"> <li>- Asked AU Exec and AU Council if their members would rather refund for semester one or wait a bit longer in case we can do some type of activity end of trimester 2/start of trimester 3 – the general consensus is they would prefer refunds.</li> <li>- Still working towards refunding in-person transactions from 19/20.</li> </ul> <p><b><u>Kit (same as last time)</u></b></p> <ul style="list-style-type: none"> <li>- Working closely with teams and O’Neills to get kit orders delivered and handed out to students</li> <li>- Being delivered to my personal address as the SU is closed.</li> <li>- Have had a few problems with incorrect kit but are working through it with the committees and with O’Neills.</li> </ul>	Work with Kevin and Andrius to sort both these out.

	<p><b><u>Categorisation of Sport</u></b></p> <ul style="list-style-type: none"> <li>- Hebe (Inclusivity and Diversity Officer for AU Exec) did a survey to ask sports teams if they felt represented by the categorisations on the website – outcome was that some didn't.</li> <li>- New categorisations: <ul style="list-style-type: none"> <li>• Aquatic &amp; Paddle Sports</li> <li>• Disk &amp; Ball Sports</li> <li>• Combat Sports</li> <li>• Dance &amp; Gymnastics</li> <li>• Fitness &amp; Strength Sports</li> <li>• Racket Sports</li> <li>• Target Sports</li> <li>• Field Sports</li> <li>• Winter &amp; Ice Sports</li> </ul> </li> </ul> <p><b><u>Trans Policy</u></b></p> <ul style="list-style-type: none"> <li>- Continuing research around trans inclusion in sport</li> <li>- Plans to have a regional meeting with other Sabbs to discuss this issue. <b>Had this meeting – regionally we are all working towards creating policies for our SUs.</b></li> <li>- Working to create a Trans Inclusion Introduction Guide for AU teams to access – structuring it like: <a href="http://cdn0.genderedintelligence.co.uk/2016/09/13/09-50-06-transpeople-in-football-guide.pdf">http://cdn0.genderedintelligence.co.uk/2016/09/13/09-50-06-transpeople-in-football-guide.pdf</a></li> </ul> <p><b><u>HUSU SPORT/HULL SPORT SLA</u></b></p> <ul style="list-style-type: none"> <li>- Working with Steve, Matt, Kevin and Vicky to create a document that outlines the agreement between sports teams and the sports centre. This will make it easier in the future as it outlines everything from storage/equipment to S&amp;C sessions from Hull Sport. <b>Completed – will be available to sports teams soon on the resource hub.</b></li> </ul>	<p>Write policy and complete introduction guide to trans inclusion.</p> <p>Needs to be finalised and then can be uploaded to the resource hub ready for next year.</p>
<p>Engage – engage as many students in sport, the AU and the Union as possible,</p>	<p><b><u>JOG ON COVID: THE LOCKDOWN RUNNING CLUB/ THE LOCKDOWN ANTI RUNNING CLUB</u></b></p> <ul style="list-style-type: none"> <li>- Organised the running club distances/time periods so that students wouldn't have to.</li> <li>- Gave links to workouts if individuals did not want to/do not like running.</li> </ul>	

both physically and socially.



### LGBT HISTORY MONTH

- Resources photos made and ready to share – podcasts, films, documentaries etc.
- Reached out to AU clubs for LGBT+ students getting involved in project to highlight their experiences being LGBT+ in the AU. Have 5 individuals involved so far.



## **LGBT+ HISTORY MONTH**

**SPORTS EDITION**



### #MOVE4TUNE

- Supporting the efforts from Lucy's friends to raise money and awareness.
- Getting involved with the #move4tune 30-day challenge, sharing it on my social media and encouraging other AU teams to get involved through AU Council.



- Nearly at £10,000. **OVER £10,000**
- [https://www.justgiving.com/fundraising/lucytune99?fbclid=IwAR0h2XcrTfqYT2VTJyu8TnwlyrkrS2q4wiQbug\\_xztHufbQ3JitfYjMX6uE](https://www.justgiving.com/fundraising/lucytune99?fbclid=IwAR0h2XcrTfqYT2VTJyu8TnwlyrkrS2q4wiQbug_xztHufbQ3JitfYjMX6uE)



### **BUCS YEARBOOK**

- BUCS encouraged individuals to share their favourite BUCS moments to add to their virtual yearbook
- Shared my personal highlights and encouraged others to do this too.
- Teams engaged and it was lovely to see their photos from over the years of their favourite BUCS Wednesday moments



### **BUCS CHALLENGES - RIDE February/Great Bucs Run**

Taken from BUCS Instagram:

	<ul style="list-style-type: none"> <li>• GREAT BUCS RUN BUCS Wednesday's are back...challenges style. Grab your stash, run a 5k and upload your time to the BUCS Play app every Wednesday afternoon.</li> <li>• RIDE FEBRUARY Cycle 250 km across the whole month of Feb. So, every time you head out on your bike, track how many km you cover, and upload the distance to BUCS Play. <ul style="list-style-type: none"> <li>- Encouraging students to get involved in BUCS challenges through my social media channels.</li> </ul> </li> </ul>	
<p>Promote – giving all teams/events professional and consistent promotion throughout the university, union and on social media.</p>	<p><b><u>Welcomefest: The Reunion</u></b></p> <ul style="list-style-type: none"> <li>- Encouraged teams to do Instagram takeover on Thursday of welcomefest week and so many teams got involved.</li> <li>- Sharing their content on my social media platforms.</li> <li>- Promoting any taster/GIAG sessions they are doing.</li> </ul> <p><b><u>Sports and Societies Video</u></b></p> <ul style="list-style-type: none"> <li>- Working with Ellis to create a video about extracurricular opportunities to give students something to look forward to/remind them of what we offer.</li> </ul> <p>Completed</p> <p><b><u>Sports Excellence Programme</u></b></p> <ul style="list-style-type: none"> <li>- Working with Tim Purdy to create a new and improved sports excellence programme – this includes making it more accessible and inclusive to more AU clubs.</li> </ul> <p>Applications closed 21/02/21 – Working with Hebe, Tim and Matt Thompson to score these then we can organise team interviews.</p>	<p>Need to finalise the script and do the voiceover.</p> <p>Next step is to release the application forms and interview potential teams.</p>



# President of Education Report

<Name> SIMEON N. ORDUEN

<Date> 11/01/2021

Objectives		
<u>Objective &amp; Context</u> Name the objective you are working towards. Briefly describe why this is your objective, who it affects and what outcome you would like to achieve.	<u>Completed actions</u> Include subheadings and detail of engagement with students, meetings and feedback to students.	<u>Next Steps</u> List your next steps and what you hope to achieve from them.
Collating student feedback	<ul style="list-style-type: none"> <li>No detriment policy: I have received a couple of feedback from students regarding their thoughts and experiences, particularly how they feel a no detriment policy could possibly support them. I am currently collating a few of those together in order to raise them with the PVC Education, Becky Huxley-Binns</li> </ul>	
Remote access software - Horizon	<p>Horizon is a remote access software that allows for students to be able to access expensive specialist software licenced by the University for students.</p> <p>I asked for a check to be done to ensure that students who were not on campus that should be making use of the software were in fact doing so. As I suspected, it has been underutilised.</p> <p>I will need to get in touch with Graeme Murphy who directs IT with the University for more info on how to support/stimulate more usage of this resource by students.</p>	
No Detriment Policy	Whilst I have raised this quite frequently since the start of the Academic year, the policy for this academic year was done in January. I received lots of feedback	



	prior to the release of the release of the policy; I made sure I collated these and fed that back to the Pro-Vice Chancellor for Education (PVC Ed), who was able to incorporate some of the issues raised by student sin to	
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<b>Core Responsibilities</b>	
Includes meetings, events, extra campaigns, training, assisting student training etc. include details of student engagement and student feedback where relevant. Check your standing order for guidance.	
Name of activity	Description
Meetings with reps & students	Had quite a number of meetings with students to discuss a range of issues. From some of my work around the BAME Awarding Gap & Decolonising the curriculum, to issues with the school of nursing, amongst others.  I have found online engagement with students increased after the Christmas break. It would be interesting if that trend continues in February as well.



# President of Education Report

<Name> SIMEON N. ORDUEN

<Date> 05/02/2021

<Updated for Union council on> 25/02/2021

Objectives		
<u>Objective &amp; Context</u> Name the objective you are working towards. Briefly describe why this is your objective, who it affects and what outcome you would like to achieve.	<u>Completed actions</u> Include subheadings and detail of engagement with students, meetings and feedback to students.	<u>Next Steps</u> List your next steps and what you hope to achieve from them.
Meetings with students & Course reps	<p>I have had several meetings with students and course reps during the course of the Academic year to ensure I keep them all in the loop with what I have been up to and take feedback from them regarding the issues they raised. Some of these include</p> <ul style="list-style-type: none"> <li>• Online learning issues: Material publishing on canvas, alternative platforms being used that require students to pay to access them, lack of the human touch to lecture delivery online, amongst others.</li> <li>• Students wanting to join the 'HYMS BAME Students' groups'</li> <li>• Students wanting to give feedback, some praise worthy feedback alongside suggestions for areas that needed improving.</li> </ul> <p>I still wait to hear back from some these students as I have asked for some more details to help them push some of my representative work, and also take on some of their suggestions and raised them in the appropriate spaces.</p>	Keep in touch with students to ensure I receive the details I require to support and present their case better
Academic Representation	After a host of issues with the Academic Representation system, a lot of which has been exacerbated by the pandemic (as	Keep working with the PVC-Ed, Nicole Steele, Ellis





	<p>we all well know, no one has been spared from the pandemic, psychologically speaking at least), I revisited a previous conversation had with senior members of staff within Faculties and decided to raise this with the Pro-Vice Chancellor for Education (PVC-Ed).</p> <p>Becky is in support of my idea regarding this and has asked that more details be provided in form of a paper/flowchart showing how Academic Representation should happen starting from the Union and then fitting into the various Subject groups/Academic units at the Faculties. I am happy that this has been received positively; we will now work to put something together and get things moving forward on this from. Hopefully, this will lead to a better flow between reps and staff, ultimately improving academic representation and the Student Experience.</p>	<p>McGlone &amp; Benedict Greenwood to ensure that this moves from an idea to a fully well oiled, functional machine supporting the Student Experience.</p>
<p>Work with the Teaching Excellence Academy</p>	<p>Evie &amp; I were invited to a Symposium hosted by the Teaching Excellence Academy (TEA). Thanks for Evie for making sure we were organised.</p> <p>We presented a paper on “what do students want from an Inclusive education?” This was really well received by the staff present, which was wonderful to see.</p> <p>I am currently in the process of working with the wonderful Katharine Hubbard, who is on Secondment with TEA, to turn some of the content of my work with Evie into a framework that should hopefully help drive inclusivity into the very heart of education at our University.</p>	<p>Carry on working with Katharine and any other parts of the University who would be willing to work with me in order to close the BAME Awarding Gap.</p>
<p>Decolonising the Curriculum</p>	<p>I am glad to announce that as part of my work to Decolonise the curriculum at our University, the first set of programmes to use the new template with a section that focuses on Decolonising the curriculum has now been put in place.</p>	<p>Same as above. Keep pushing on this as hard as I can with the opportunities presented to me.</p>



	<p>There is still work to be done here; the committee agreed that the programmes we saw did not clearly demonstrate how decolonising the curriculum was happening and fed that back to the teams to ensure they worked on and strengthened it further. I am glad that the conversations have begun to happen but we have only just begun.</p>	
<p>Black Awarding Gap</p>	<p>Due the work of the University in partnership with the University, the many of the awarding gaps have been reduced, save for the BAME Awarding Gap that has increased by 6% and in particular, the Black Awarding Gap that has increased by over 10% after analysis of student performance for the last academic year.</p> <p>This is despite the fact that of all student groups with protective characteristics, BAME Students engaged the most with the switch from on campus to online in the midst of the pandemic, meaning that this happened even though they put in the effort to stay engaged with their studies.</p> <p>Working together with Evie &amp; Katharine Hubbard (from the Teaching Excellence Academy), I reached out to Black students to get them together and talk about ways in which we can support them to possibly prevent a repeat of that this academic year. We then drafted a paper for the Education Committee and made our case.</p> <p>No clear outcomes have come out from that to the best of my knowledge; however, I will keep pushing on this.</p>	<p>Same as above. Keep pushing on this as much as I can with the opportunities presented to me.</p>

Core Responsibilities

Includes meetings, events, extra campaigns, training, assisting student training etc. include details of student engagement and student feedback where relevant. Check your standing order for guidance.

Name of activity	Description
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LRFC (Learning Resources Funding Committee)	<p>This Committee looks at the funding of various learning resources used by staff (for teaching &amp; delivery) &amp; students (for learning &amp; self-directed study/research) at our University.</p> <p>One key take away from this meeting is that the publishers are making both key aspects (Teaching &amp; Learning) of University life difficult for both academic staff &amp; students with the increasing costs, restrictions and monopolistic moves in the publishing markets. This is perhaps something that the Student Unions across the country might want to weigh in on, as MPs &amp; some Universities have already begun to speak out on this.</p>
Course Rep inductions	<p>We are still recruiting reps which is a positive. We introduced them to ourselves and who we are as a Students' Union, The President team and the CEO (Thanks Jane for coming along).</p> <p>We also took time to update them on what I was doing and have a healthy conversation around things like Decolonising the curriculum &amp; the BAME Awarding Gap, with students talking about what they had observed on their end.</p> <p>We took and responded to students' questions too. It was all together really great to chat with the new reps &amp; students who turned up.</p> <p>Thanks Benedict &amp; Ellis for putting these together.</p>





# Union Council Motion

**Title of motion: Increase Co-ordination Between Hull University Students' Union and The University**

## What do you want to change?

I would like the Hull University Students' Union (HUSU) to work with the university over how HUSU services are advertised, especially during open days and University Induction.

## Why do you want to change it?

This year especially HUSU was given a lot less support during the University Induction, which was noticeable with how a tiny proportion of students having seen the online videos that were meant to be shown to students.

## What do you want Hull University Union to do?

I would like HUSU to work with the university to improve the ways the Students' Union, and the university, can promote:

- The Students' Union itself (and how it is separate to the university)
- The Advice Centre within the Students' Union
- The Course Rep system

**Proposer:** Damien Ramezani (FoSE Faculty Rep)

**Seconder:** Grace Burnett (Councillor for Scrutiny, Education), Casper Leigh Nicholas (Social Mobility and Class Representative)



# UNION COUNCIL MOTION

## Title of motion:

HUSU should create a policy to highlight the minimum standards of sports teams/societies need to meet in order to continue running as a student group.

## Hull University Students Union Notes:

- The minimum standards for a society and a sports team for membership number are different as per the standing orders – this should be made clear within the policy.
- We will take each instance by a case-by-case basis and consider individual situations but, for clarity, we have created a set of consequences if the minimum standards are not met which should be made clear in the policy.

## Hull University Students Union Believes:

- Minimum Standards Policy is essential for sports teams and societies to understand the requirements that they must complete in order to run. We have created these standards so that sports/societies are running at an optimal level to provide their members with consistent and high-quality opportunities and support. Sports teams/societies that are not fulfilling these requirements will be subject to consequences highlight in this policy.

## Hull University Students Union Resolves:

- HUSU should create a policy to highlight the minimum standards of sports teams/societies.
- This policy should be reviewed by the President of Sports/role with similar remit alongside the President of Activity/role with a similar remit annually to make sure that the policy information is still relevant and correct.
- The President of Sports/role with similar remit, the President of Activities/role with a similar remit, the Student Opportunities Manager, the Societies and Give It A Go Coordinator, and the Sports Co-ordinator will support any and all sports teams and societies to achieve the minimum standards.



**Proposer:** Sian Doherty (President of Sports)

**Seconded:** Ellis Leonard (President of Activities)



# UNION COUNCIL MOTION

## Title of motion:

HUSU should create a policy to protect and support trans+\* students in sport at the University of Hull.

## Hull University Students Union Notes:

1. HUSU acknowledges that National Governing Bodies (NGBs) are in charge of their sport's rules and that BUCS organises British universities and college sports.
2. HUSU acknowledges physical activity not only has a positive effect on physical, emotional and mental health, it also has a positive impact on student experience at university. British Universities and Colleges Sport (BUCS) have released a paper on this.<sup>1</sup>
3. HUSU acknowledges that, for some groups, participating in physical activities and sports can have various barriers which make it difficult to engage and, therefore, have a negative impact on their physical, emotional and mental health. Trans and non-binary individuals may find barriers when trying to participate in sports or physical activity. These barriers can include 'inadequate changing facilities, revealing and heavily gendered sport clothing, body dissatisfaction and fears around not being accepted by others.'<sup>2</sup>
4. HUSU acknowledges that some NGBs and organisations do not have clear inclusion policies that our trans and non-binary students can look to and this may lead to them becoming unsure whether they can participate in that specific sport. Many that do suggest that certain hormone levels/gender reassignment surgery is required for gender identification.

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<sup>1</sup> <https://www.bucs.org.uk/resources-page/the-value-of-university-sport-and-physical-activity-pdf.html>.

<sup>2</sup> <https://www.ncsem-em.org.uk/research/mental-health-and-wellbeing/projects/barriers-to-physical-activity-in-transgender-and-non-binary-populations/>

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5. HUSU acknowledges that the International Olympic Committee (IOC) plan to wait until after Tokyo Games to publish transgender guidelines. For now, they are continuing on with the consensus statement published in 2015.<sup>3</sup>
  6. HUSU acknowledges that, under the Equality Act 2010, it is lawful 'for sports organisations [to restrict] participation' of trans+ individuals from sporting competitions where it can be argued that physical strength, stamina or physique are important factors in the outcome.'<sup>4</sup>

## Hull University Students Union Believes:

HUSU has a duty to create a safe and welcoming environment in sport regardless of gender identity. At the moment, HUSU does not have a policy to protect and support trans and non-binary students to compete and train within the Athletic Union. Despite the limited direction from some NGBs and organisations, HUSU's policy should help allow trans and non-binary individuals to feel like they can join sports teams that best fits their gender identity. This will encourage wide spread accountability and inclusivity of the AU rather than encouraging individual sports clubs to show support for our trans and non-binary students. It can work alongside the HUSU Zero Tolerance Policy to ensure clubs are being accessible and inclusive and that individuals are not being discriminated against. When sports clubs encounter accessibility issues for trans and non-binary students at higher competition levels (such as BUCS), HUSU should then work to lobby these NGBs or organisations to make clearer or more inclusive policies.

### Recommendations/suggestions:

- Continue to follow HUSU's zero tolerance policy to LGBT+ discrimination, harassment and/or bullying.<sup>5</sup>
- Create mandatory ally training for committee members that can also be accessed and recommended to other members

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<sup>3</sup>[https://stillmed.olympic.org/Documents/Commissions\\_PDFfiles/Medical\\_commission/2015-](https://stillmed.olympic.org/Documents/Commissions_PDFfiles/Medical_commission/2015-)

[11\\_ioc\\_consensus\\_meeting\\_on\\_sex\\_reassignment\\_and\\_hyperandrogenism-en.pdf](https://stillmed.olympic.org/Documents/Commissions_PDFfiles/Medical_commission/2015-11_ioc_consensus_meeting_on_sex_reassignment_and_hyperandrogenism-en.pdf)

<sup>4</sup> <https://www.equalityhumanrights.com/en/advice-and-guidance/gender-reassignment-discrimination>

<sup>5</sup> [https://f26b28a85d2eb48fc868-6a2f52aa3cf6badfffa90bae09b876ab.ssl.cf3.rackcdn.com/Zero\\_tolerance\\_Dec\\_2019\\_FINAL\\_new\\_brand.pdf](https://f26b28a85d2eb48fc868-6a2f52aa3cf6badfffa90bae09b876ab.ssl.cf3.rackcdn.com/Zero_tolerance_Dec_2019_FINAL_new_brand.pdf)


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- Holding committee members and coaches accountable in regard to understanding the LGBT+ issues/policies in their sport and their NGB.
  - Continue to promoting any and all events surround LGBT+ inclusion in sport such as LGBT+ History Month, Rainbow Laces Day, individual awareness days/weeks such as National Coming Out Day, Transgender Day of Remembrance and Resilience and International Day Against Homophobia, Biphobia and Transphobia.
  - Ensuring committee members know where to signpost individuals to appropriate internal and external services to support LGBT+ students.
  - Ensuring that the Allam Sports Centre and all sporting facilities on campus continues to provide gender neutral/accessible changing and showering facilities
  - Ensuring that the Union and University are keeping up to date with the protection policies in line with the equality act.
  - Ensuring staff, clubs, committee members, members and coaches understand and use pronouns and gender inclusive language.

### **Hull University Students Union Resolves:**

1. HUSU should create a policy to protect and support trans+ identifying students in sport at the University of Hull.
2. This policy should be reviewed by the President of Sports/role involving sports yearly alongside the trans representative and the President of Inclusivity and Diversity/role with a similar remit to make sure that the policy/paperwork information is still up to date and correct.
3. Sports Zone will approve the policy and when it is finished it will be brought back to Union Council for ratification.
4. To lobby BUCS (British Universities and Colleges Sport) and NGBs (National Governing Bodies) if they do not have clear inclusive guidelines for trans+ individuals to participate in sport.

**Proposer:** Sian Doherty (President of Sports)

**Seconder:** Mx Luciani Angel O. Roelofs (Trans Student Representative), Evie Kyte (President of Inclusivity and Diversity), Sam Mills (AU Participation and Engagement Officer)



\* Trans+ refers to all gender minorities, including trans, non-binary, gender non-conforming, intersex etc.

For more information on other SU's trans inclusion in sport policies/strategies see links below:

LUU -

<https://drive.google.com/file/d/1otmvsP4XaDxoIVTdSyuz99UIUqzldtOm/view>

LSU -

[https://2d53b4ae7710437ef402-16882fd0dd682351953626d6bea9fe405.ssl.cf3.rackcdn.com/ODAFAB6F\\_Inclusion\\_of\\_Transgender\\_and\\_Non-Binary\\_Students\\_in\\_Activities.pdf](https://2d53b4ae7710437ef402-16882fd0dd682351953626d6bea9fe405.ssl.cf3.rackcdn.com/ODAFAB6F_Inclusion_of_Transgender_and_Non-Binary_Students_in_Activities.pdf)

Anglia Ruskin -

<https://www.angliastudent.com/pageassets/represent/execcommittee/may16/EC10616-Trans-Inclusion-in-Sport-Strategy.pdf>

Uni of Manchester -

<https://manchesterstudentsunion.com/resources/trans-inclusion-in-sport>