Student Senate
Cardiff University Students' Union
Monday 19th June, 5pm
Via Zoom

Agenda

Please contact the Student Voice Team via email (democracy@cardiff.ac.uk) to discuss any additions or amendments you may have or to request further information on any of the below agenda items.

1. Welcome

Standard Items

2. Apologies

3. Minutes from the Previous Meeting

4. Report from the Trustees

Submitted Items

5. Appointment of Student Trustees

6. Democracy Review: Phase 1 Report & Recommendations

7. Submitted Bye-law Proposals
   I. Amendment to bye-law 4 (Annual General Meetings) to improve accessibility.

8. Submitted Motions
   I. Cardiff University Students' Union and Graduation 2023
   II. Name change of Parent and Carers Officer
   III. Carers Awareness Week and Family Day

ITEM THREE: Minutes from the Previous Meeting

Student Senate – Minutes

Thursday 4th May 2023, 5pm – Zoom

Attendees:

Committee Members

Rebecca Hardy (Chair)

Gina Dunn (SU President)

Rebecca Deverell (VP Welfare) [Non-Voting Member]

Angie Flores Acuna (VP Postgraduate Students)

Penny Dinh (Black & Ethnic Minorities Officer)

Deio Owen (Welsh Language Officer)

Alice Moore (Students with Disabilities Officer)

Aurora Birkeland (Ethical & Environmental Officer)

Emily Carr (Women's Officer)

Nodie Caple-Faye (LGBTQ+ Officer)

Micaela Panes (Student Senator)

Patricia Rumsey (Student Senator)

Lottie Atton (Student Senator)

Elle Ladkin (Student Senator)

Alex Meers (Student Senator)

Christopher-Grayson Sage Diamond (Student Senator)

Gurpal Sahota (Student Senator)

Bethan Williams (Student Senator)

Zack Hayward (Student Senator)

Jazz Walsh (Student Senator)

Charles Parker (Student Senator)

Umar Shahid (Student Senator)

Jonathan Jarrett (Student Senator)

Jack Morewood (Student Senator)

Syed Ali Rizvi (Student Senator)

Maria Pollard (Student Senator)

Staff

Tali Atvars (Head of Student Voice, Info Point)

Hannah Fatkin (Deputy Head of Student Voice)

Julian Green (Campaigns and Insight Coordinator)

Cymen Cyf (Translation Services)

Standard Items	
Welcome	Rebecca Hardy (Chair) explains the process of Student Senate, thanks everyone for their attendance and reminds all members about voting and its process. RH (Chair) continues to explain the format of the meeting and clarify what will be covered.
Apologies	Apologies will be noted in the minutes
Minutes from the previous Meetings	RH (Chair) goes through the minutes page-by-page asking for any amendments.
Students' Union Submitted Items	
Report from the Trustees	Gina Dunn provided a verbal update on behalf of the trustees. GD provided an update on the following: • AGM FIFA Motion • Cost of living and feed your flat campaign • Upcoming revision aid • Free printing back in heath and Cathays • Upcoming Spring in Your Step • Democracy Review • New officer team elected- starting next month handover period • Varsity- Cardiff won • Varsity supported rainbow laces campaign and accessibility • Came second in What Uni? Choice Awards • Enriching Student Life Awards, Societies & Volunteering Awards and the AU awards all coming up. • Pride Cymru we will have presence alongside the University on 17 June Senate is invited to ask any clarifying questions regarding the trustee report.

Lapsing Policy	Student Senate notes that the following policies have lapsed and have not been resubmitted:
	I. Stop Timetabling Exams on Consecutive Days
	II. Mature Wellbeing person to solve mature persons issues III. Carers and Parents Association
	III. Carers and Parents Association
	IV. Carers Awareness Week

Submitted Items

Tabled Motions	**5. Submitted Bye-law Proposals**
	I. Amendment to bye-law 6 (Scrutiny Committee) covering Committee Impartiality
	Alex Meers as the proposer of the motion stated that members of scrutiny work too closely with elected officers or people in senate. He proposes that conflict of interest have to be declared if someone has worked too closely with an officer being scrutinized.
	Micaela Panes (Against) noted that student politics is a small bubble and scrutiny usually has close ties to Sabbatical and elected officers. Training is given and scrutiny's job is to hold officers to account, meaning biased shouldn't be considered because scrutiny is checking to see if an officer has fulfilled their manifestos. Scrutiny members often sit on senate. If issues pass to Senate then it's a conflict of interest because Senate is the policy making body and scrutiny is scrutinizing. Amendment stands in the way of Student Union democracy as scrutiny is elected by the students so taking away their power is wrong.
	Christopher-Grayson Sage Diamond (For) defends the proposal stating that everyone who is speaking has bias and is on the committee. He personally stated that as a student trustee he feels that he is unable to be impartial/
	Jazz Walsh (Against) disagrees with the proposals, pointing out that everyone on the committee is biased in some way and has conflicting interests. Chances are most members have conflict of interest in scrutiny either way and if it goes to the Senate then they are still going to be the same people scrutinizing officers.
	No other points for or against. Alex Meers provides a summary.
	6. Submitted Motions
	I. Change the way we talk about ethnicity.
	Penny Dinh outlined the proposal stating that it is important that the SU represents ethnic minorities, and this cannot be achieved when minority

	students do not like how they are spoken about. Minority students do not like being lumped together under one title, this was clear during Black History Month. It is important for Welsh students themselves that they feel seen. The Student Union needs to consider how we talk about students and that being anti-racist is a positive term. We should consult with the community to find out the best way to talk about this and we have too actively be anti-racist.
5	**RH (Chair) pauses motion debate to consider a proposed amendment.**

Angie Flores Acuna outlined the amendment echoing everything Penny has said. BAME is an advisory term and separates everyone who is not white into the same box. The amendment is to change the name to race equity officer because there is a need to promote change in our structures and our work. The Student Union needs to actively be an impact in our community and equity acknowledges that everyone has different advantages.

Penny Dinh (Against) states it is important to recognise the difference between anti racist and equity. The term anti racist is being about justice and trying to understand why there were these blockades in the first place. It would be wrong not to adopt an anti-racist stance.

Angie Flores Acuna (For) proposed the amendment because everyone in the Student Union should be anti-racist and we can't embed that job to one person, it should be everyone in every department.

Nodie Caple-Faye (Against) agreed with the above point that everyone should be anti-racist but equity means a lot of things in different ways and racial equity is a small part of equity as a whole. All these issues with equity are because of racism that's happened within the University as a whole- equity isn't there because Cardiff University has been systematically racist for a long time and implementation of an anti-racist officer forms a strong stance.

Student Senate enters a general discussion on the amendment.

Angie Flores Acuna provides a summary on the amendment.

Student Senate vote on the amendment.

Amendment Falls

No one against the motion

Student Senate enters a general discussion on the motion.

Penny Dinh provides a summary.

II. Estranged Students' Campaign Officer

For |

	Elle Ladkin outlined the proposal for implementing a specific Estranged Students Officer. Cardiff University signed the stand-alone pledge in 2017. We should be leading the support and helping students get help from the University, especially considering estranged students are much more likely to drop out. There is a Campaign Officer role for Student Parents and Carers, and estranged students should have their own officer.
	No one speaks against the motion
	Student Senate enters a general discussion on the motion.
	Elle Ladkin provides a summary.
	III. Measuring Student Parent Intake
	Zara Siddique outlines the need for the motion by stating that the Students' Union and university does not currently measure who is a student parent at Cardiff University. We would like for students to be able to tell the University if they have parenting responsibilities on enrolment forms as it would be useful information. It would be good to be able to measure enrolment rates, dropout rates, whether they are doing well or not, and their satisfaction at university. It would also be ideal to have a way for students to update their caring responsibilities in the middle of the year maybe via sims.
	No one speaks against the motion
	Student Senate enters a general discussion on the motion.
	Zara Siddique provides a summary.
	IV. Gender Identity Fund
	Nodie Caple-Faye outlined the proposal by stating that this has already been trialed and is being used at Warwick University. This would be a form of funding to get students the support they need. When a student is trans or discovers they are trans they are burdened with a high cost for things they need. This fund will allow students to get the help they need and support through solidarity. The university can afford to put money towards trans students who are transitioning and help students gain access to appointments they need to go to in order to reach their transition goals. It is important to lobby the university to make sure that they are recognising trans students.
	No one speaks against the motion
	Student Senate enters a general discussion on the motion.
	Nodie Caple-Faye provides a summary of the motion.
Any Other Business	

Date of future meeting	Monday 19th June 2023

MEETING ENDED

Voting Results

Proposal 1- Amendment to bye-law 6 (Scrutiny Committee): **Falls**

Motion I- Change the way we talk about Ethnicity: **Passed**
Motion II- Estranged Students' Campaign Officer: **Passed**
Motion III- Measuring Student Parent Intake: **Passed**
Motion IV- Gender Identity Fund: **Passed**

ITEM FIVE: APPOINTMENT OF STUDENT TRUSTEES

Student Senate is asked to consider the appointment of two Student Trustees to the Board of Cardiff University Students' Union.

Following an open recruitment exercise and interviews undertaken by the President Elect, Vice President Sports and Athletic Union President, and a current Student Trustee, the interview panel recommends the appointment of the following people as Student Trustees:

- Michael Summers
- Courtney Endall

Senate is asked to approve both appointments, for a term of one-year, effective 1 July 2023.

The individuals' CVs have been provided as an attachment to the email senators will have received alongside the papers for this meeting.

ITEM SIX: Democracy Review: Phase 1 Report & Recommendations

Democracy Review

Phase 1 Report & Recommendations

Context

The Students' Union launched its democracy review at the end of 2022, with over 5 years having passed since the Union conducted its last review into the democratic processes. The previous review saw the establishment of scrutiny committee and changes to the way in which policy was developed. However, since then the world has experienced the coronavirus pandemic, students engagement with the Students' Union has changed rapidly, and small tweaks have been made to the democratic processes through the passing of motions and bye-law amendments.

Feedback has been received over the last two academic years which also suggested a review into our processes are required. The Annual General Meeting struggled to reach quoracy in 2022/23, concerns were raised regarding the accessibility of the democratic processes including scrutiny committee and the elections, the number of motions submitted to our democratic processes by students not already engaged has declined, and both elected officers and members of scrutiny committee have identified the need for the accountability process to be changed and updated.

The democracy review has been given the scope to review all elements of the Union's democratic processes and as such have separated the review into four phases.

- Phase 1: Scrutiny & Accountability
- Phase 2: The Policy Making Process *(including AGM and Student Senate)*
- Phase 3: Elections & Voting
- Phase 4: Roles, Responsibilities, and Recognition

The full democracy review is scheduled to be completed by June 2024, with each phase scheduled to be concluded as per the outlined schedule below. However, as the democratic processes are often a single eco-system with interlinking parts, the proposal is that changes to other elements of the democratic processes, which were not previously recommended in the original appropriate phase, may be required as part of the final report. This also allows for changes enacted as part of the earlier phases of the democracy review to be trialled and reviewed later including the changes to the scrutiny and accountability processes recommended in this report.

Phase 1	Phase 2	Phase 3	Phase 4	Final Report & Review of Changes
February-June 2023	June - October 2023	October 2023 - January 2024	January - May 2024	June 2024

Phase 1: Scrutiny & Accountability

Phase 1 of the democracy review is aimed at exploring and reviewing the current ways in which the Students' Union democratic processes are organised to scrutinise the work and hold to account the elected officers of the Union. For the sake of this review the elected officers are considered to be the seven full-time sabbatical officers, and eleven part-time volunteer campaign officers. There are a number of ways, both formally and informally, in which the scrutinization of officers currently takes place with differences also occurring between sabbatical and campaign officers.

Formal Accountability Processes	Informal Accountability Processes
Annual Report by Trustees at the Annual General Meeting *(Sabbatical Officers only)*	Officers Executive *(a joint committee of sabbatical and campaign officers)*
Open Questions to Trustees at the Annual General Meeting *(Sabbatical Officers only)*	Executive Committees *(each Sabbatical Officers may opt to have their own exec committee; this is only mandated for VP Sports and VP Societies and Volunteering).*
Quarterly Report by Trustees at Student Senate *(sabbatical officers only)*	Associations *(each Campaign Officers has an association to assist in the representation of the group of students or interests they represent)*
Scrutiny Committee *(Sabbatical and Campaign Officers)*	Officer Trackers *(an online platform where officers can keep students informed of what they have been up to)*

Table 1. A list of the formal and informal accountability processes (non-exhaustive list)

Scrutiny Committee exists as the primary group responsible for the scrutinization and accountability of elected officers. Scrutiny Committee consists of ten student members elected by cross campus ballot and are required to meet at least twice per term but may meet more regularly through the calling of an extraordinary meeting. The duties and responsibilities of scrutiny committee are listed in the Union's governing documents as follows:

> *6.3.1. Scrutiny Committee is a Sub-Committee of Student Council (Student Senate), and as such must carry out such duties and exercise such powers as delegated by Student Council*
> *6.3.2. To be familiar with the roles and responsibilities of the Sabbatical Trustees (Sabbatical Officers) and Campaign Officers.*
> *6.3.3. To hold the Sabbatical Trustees and Campaign Officers to account with regards to their roles, responsibilities and manifesto commitments.*
> *6.3.4. Where appropriate to support and empower Sabbatical Trustees and Campaign Officers in the projects they undertake.*
> *6.3.5. To consider applying a notice of required improvement, a censure, or a motion of no confidence to Student Council, in the event of a Sabbatical Trustee or Campaign Officer not fulfilling their roles, responsibilities or manifesto commitments.*
> *6.3.6. To consider applying a Notice of Satisfaction as a way for Scrutiny Committee to formally recognise excellent work by an elected officer.*

In practice, this sees scrutiny committee prepare questions and interview each sabbatical officers for roughly 15 minutes, and each campaign officers for roughly 7 minutes twice per term. There are no requirements or restrictions on the questions that are asked, and the committee may opt to not speak to an officer.

Research

As part of our research for Phase 1 of the democracy review the Students' Union's Voice Team:

- ➢ Reviewed the democratic and accountability practices of 131 Students' Unions;
- ➢ conducted two focus groups with a random selection of students not engaged with the democratic processes;
- ➢ conducted 2 focus groups with campaign officers and members of student senate and scrutiny committee;
- ➢ held one-to-one interviews with each of the current sabbatical officers;
- ➢ hosted outreach stalls to gather the opinions of students;
- ➢ conducted a number of polls on the student voice social media channel;

In reviewing the democratic and accountability practices of 131 Students' Union, the Student Voice Team used the publicly available websites of each of the Students' Union and reviewed their governing documents, motion passing process, their promotion of student voice platforms, and the outlined process for the accountability and scrutiny of elected officers. The table of Students' Unions researched, and their websites can be found in Appendix A.

Two focus groups were conducted with a random selection of students not engaged with the democratic processes of the Union. The opportunity was promoted and recruited through the Students' Union Jobshop and participants were paid, in-line with the Union's hourly rate, as recognition for their time. 30 students were engaged across the two focus groups and due to the nature of the focus groups any students already involved with the Union democratic process were removed during the screening process conducted by the Jobshop team.

Attendees to the focus group were provided with a brief introduction of the Union's democratic processes before being asked to discuss 'how should the priorities of the elected officers be decided and by who?'. Where discussions had developed the facilitators asked the participants to begin considering the various ways officers priorities are currently determined (through manifesto commitments, the passing of policy, and the response to live issues) and begin to provide suggestions on how each of these should be weighted against each other.

Following this discussion participants were introduction to the 5 democratic goods as a way of reviewing and exploring priorities of democratic structures:

- Student Control: The ability for the general population of students to have a say in the decision making of the Students' Union.
- Considered Judgement: The time and effort spent on ensuring a well-informed decision is made. This could include researching, engaging experts and ensuring the impact of a decision is understood.
- Inclusivity: Ensuring that the democratic processes are open and accessible to all students.
- Transparency: The level to which students are informed of the processes and can access information regarding decision-making if they wished.
- Efficiency: The balance of time and resource put into a decision.

Participants were asked to discuss the importance of each of the democratic goods before deciding a priority order for the democratic goods. The focus group was then rounded up with participants discussing whether or not they felt accountability was important. They were asked 'how important is accountability?', 'who should be doing the accountability?', 'who should be responsible for it?', and 'how much time should they {elected officers} spend being held accountable?'.

Two further focus groups were conducted with all campaign officers and current student members of student senate and scrutiny committee invited to attend. One focus group was held online and another in-person to improve the accessibility of the focus groups. The focus groups followed a similar format to those held with a random selection of students; however, the facilitators were asked to further develop the discussions and ensure the group did not remain too focused on the current ways of doing democracy.

One-to-one interviews were held with each of the elected officers to further understand for their perspective the democratic processes and to gain insight in the ways in which these processes had impacted their work. The officers were asked to give particular focus to the scrutiny and accountability processes however some of the questions did ask them to consider the policy making process. The questions asked to the officers were as follows:

- How well do you believe the general population of students' understand the work and campaigns you have undertaken this year?
- How do you balance your priorities?
- What has driven your priorities?
- How have the democratic forums impacted your priorities?
- What has been your experience of scrutiny this year?
- Who should hold you accountable as an elected officer?
- What is one thing the Students' Union should consider they stop doing, start, doing, and keep doing in regard to its democratic processes?
- To what extent do you agree with the following statements (1 = strongly disagree, 10 = strongly agree):
    o "Scrutiny has positively impacted my work".
    o "Scrutiny has negatively impacted my work".
    o "Scrutiny is representative of the students I represent".
    o "Scrutiny has had a negative impact on my mental health".

This research was further enhanced by the hosting of outreach stalls within the Students' Union, these outreach stalls asked:

- Do you know who your Elected Officers are?
- Do you know how students can impact the priorities of the Elected Officers?
- Do you know how Officers are held to account on the priorities set by students?
- Which of the five democratic goods do you believe to be most important for SU democracy?

Students were provided with the definitions of the democratic goods and were rewarded with a free freddo for taking part. The questions were also posted in the form of a poll on the Student Voice Teams social media channels.

An additional open text-box survey has been shared with campaign officers, student senators, and scrutiny committee members. This survey is aimed at gathering additional feedback which has not yet been provided and the responses will be built into the remaining phases of the democracy review.

Findings

Sector Findings

Across the 131 Students Unions researched, there were 23 Russell Group Universities which were specifically explored to learn how the SU Officers were held accountable and scrutinised by the student body of the University for their work and advancement with ongoing projects.

The accountability processes of the SU Officers differed amongst the board, with some allowing all student members to be involved, whilst other SUs having committees of set members dedicated to meet for this purpose. Subsequently, the following types of accountability procedures were found over the 131 Students Unions;

- Scrutiny Committee/Accountability Panel

- Student Council/Senate/Parliament

- Student Parliament

These were also common processes for the accountability of Officers within the 23 Russell Group University Students Unions.

The quantity and percentage for each of the three mentioned methods was determined to showcase the most practiced approach utilised. As presented in the data below, Student Council/Senate/Parliament process was seen to be the most regular practice, with 51 SUs out of 131 using this form of accountability process.

Democratic Accountability Process	Number	Percentage
Scrutiny Committee/Panel	13	9.92%
Student Council/Senate/Parliament	60	45.8%
Student Summit	5	3.82%

Table 2. Breakdown of Students' Union methods of accountability

Several of the researched SUs did not present clear details on the way their Union observed responsibility of Officers, thus, the number and percentage for each accountability system does not correlate to the total figure of Students Unions researched.

Additionally, the manner which SUs established policies and passed motions was looked into and these various range of processes were gathered from across the board;

Democratic Policy Process	Number	Percentage
AGM/AMM/UGM/SMM/ASM	60	45.80%
Students Council/Senate/Parliament	55	41.22%
Democratic Procedures Committee	1	0.76%
Student Summit	5	3.82%

Table 3. Breakdown of Students' Union methods of policy debate

The most popular system of policy making is through large all student events, such as the Annual General Meeting (AGM), where students are able to put forward suggests for new motions and vote on whether these should be approved or not. It was noted that Students Unions which had an SU/Union/Students Council organisation would use this platform for the predominant part of their democracy procedures, including policy and accountability processes.

To further recognise how democracy is handled in other University Students Unions through listening to student voices, research was also collected on the ways SUs encouraged students to communicate their opinions on the University and its SU. A vast portion of SUs employed live online surveys and feedback platforms, which allowed students to submit their views, as well as, having the opportunity to present new ideas that can be voted on in the platform by other agreeing students. In addition, some SUs hold weekly forums for students, lecturers and Officers to attend and discuss matters or obtain feedback on existing and new implemented projects.

To summarise, the SU/Union/Student Council arrangement for the accountability of Officers was largely practiced amongst the 131 Students Unions, nearly 40%. Many of the SU/Union/Student Council within the SUs were also responsible for making decisions and policies, thus, making the council the main port of call for democratic bodies. Furthermore, it was found that big annual meetings for students to participate in was the most frequent process utilised for voting and passing policies and motions, accounting for approximately 60% of SUs.

Focus Groups

In the focus groups with a random selection of students, students identified widening participation, inclusion, and accountability as being important to them when considering their elected officers. Although only approximately 25% of attendees felt able to identify the elected officers, and even less felt able to identify what they had been working on over the last academic year.

When discussing how an officers priorities should be determined participants identified both manifesto commitments, policy processes, and the need to respond to live issues. Groups were often spilt on exactly which one would be the most important but felt that officers should be trusted to respond to live issues. Some students felt that the manifesto commitments should be the highest priority as these were what the officers had been elected on. It was suggested that officers should also consider impact when determining which one takes priority, but such a decision should be down to them.

In respect to the democratic goods, participants felt that all were important and often disagreed on the exact order they should be placed. Student Control was seen as important to ensure students could direct their students' union, but it was believed that a line should be drawn somewhere and that officers were elected to make decisions so should have the ability to do so.

Considered judgement was understood to be important but the one which would often require the most time and resource. Some participants suggested that students would not necessarily have the time to conduct the research themselves but believed they should be provided with the results of any research before making a decision.

Inclusivity was commonly seen as the most important, or the least important because "if all other democratic goods were done well inclusivity would have already been achieved". Students felt that inclusivity would add to the ability to make a considered judgement and for decisions to be within the control of students.

Transparency was viewed from three distinct elements; the transparency of how to get involved with a decision, the transparency of how a decision was made, and the transparency of why a decision was made. Students felt that transparency was a fundamental part of the democratic processes, but they were most keen to understand why a decision was made and then how they could get involved. It was felt that decisions would make far more sense to them if they at least knew why they had been made.

When discussing accountability participants believed it was important to ensure officers were motivated to perform well and within the interests of students, however, did suggest there should be a level of trust afforded to them to do a good job. Students provided various suggestions on how accountability could be done with some suggesting it should be other elected officers whilst most consistently students believed it should be the students that an officers was responsible for representing. For example, the Vice President Welsh Language, Community and Culture should be held accountable by Welsh students.

Whilst many of the above points were also made in the focus groups involving campaign officers, student senators and scrutiny committee members the attendees also highlighted the important of inclusivity, the importance of officers individual demographics being represented, and the ways in which scrutiny does not work well.

It was suggested that an independent democratic procedures and ethics board of students should be involved in the democratic processes to ensure that some decisions did not become political and that underrepresented groups would not be negatively impacted by policy passed by the majority. Scrutiny was suggested to be too political, with too much cross over between other democratic forums. Attendees most commonly agreed on the need for elected officers to be held accountable by those they are their to represent.

Sabbatical Officer Interviews

The Sabbatical Officer felt that when considering the general population of students, students did not know or understand the work and campaigns they did with only those engaged with the Union or who actively read their emails or follow the social media channels gaining an insight into the activity the Union does. However, they believed they did put a significant effort into informing students and trying to promote the Union's activity. They balanced their answers by highlighting how often when doing outreach students would be surprised that this was something the Union offered.

When asked to consider the same question in relation to the particular students they represent, officers felt that those students were more likely to know what they did often as a result of significant efforts made to contact or reach out to them.

Officers expressed difficulty in balancing the various priorities of their role and the Union, highlighting a need to respond and work on both their manifesto commitments, live issues, and then the policy which is passed. Officers not directly mandated by policy found this to be less impactful to them but then vocalised how this could mean their work was no scrutinise to the same effort as their counterparts who had AGM and Senate motions to work on. The officers suggested that a mix of student satisfaction and the impact of such actions as the main drivers for their decision makers. However, it was also suggested that sometimes they are forced to simply work on whatever some students are shouting the loudest about and can be forced to put other things on the back burner.

Officers expressed a disappointment in the impact democratic forums have had on their priorities, suggesting that this had been limited. Some officers pointed to the fact that many of the motions passed did not relate to their portfolio and therefore the work they could do was limited. Whilst others expressed how often scrutiny would spend significant time asking questions which did not relate to their work or their role, which meant the democratic forums were actually taking away from the work they could be doing for the benefit of students.

When further detailing their experience, some officers highlighted how the process can prove significantly draining and exhausting for them, with little regard for their own mental health. There was a suggestion

that this was not necessary the fault of the committee themselves but the structures and how both time and knowledge impacts a committee members ability to properly input and scrutinise. It was also expressed that scrutiny members were often involved with other union processes, and this therefore impacted their ability to be neutral or unbiased, with focus often give to the motions or areas a particular member was involved with.

Below are the results from the questions where sabbatical offices were asked to indicate to which level they agree or disagree with the following statements. 1 was strongly disagree with the statement and 10 was strongly agree with the statement. As can be seen below Officers strongly disagreed with the statements that scrutiny had positively impacted their work and that scrutiny was representative of the students they represent, a comment also echoed by the focus groups. Moreover, scrutiny was suggested to have had a negative impact on officers mental health.

Statement	Average (out of 10)
Scrutiny has positively impacted my work	2.14
Scrutiny has negatively impacted my work	6.57
Scrutiny is representative of the students I represent	2.57
Scrutiny has had a negative impact on my mental health	8.07

Table 4. Sabbatical Officers response to Scrutiny based statements.

Outreach & Social Media Polls

When asked 'Do you know who your elected officers are?' out of a combined total of 154 students, 63 responded No (40.9%), 41 responded Yes (26.6%), and 50 responded somewhat (32.5%). Whilst social media research found more students knew their elected officers, outreach stalls found the opposite. This is likely to be as a result of the fact that those following the Student Voice social media accounts are more likely to either have engaged in the democratic process or witnessed previous content posted by the team.
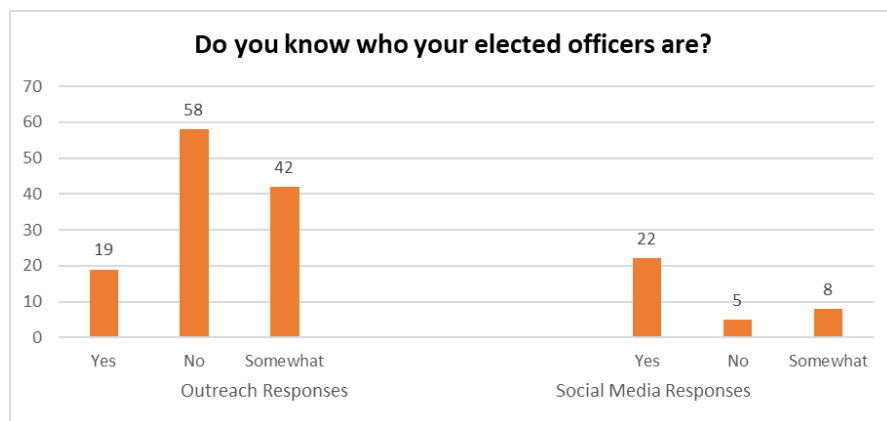
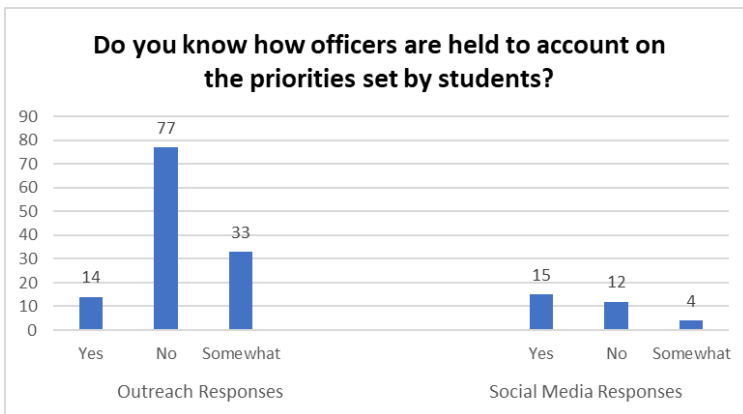*Graph 1. Response numbers to 'Do you know who your elected officers are?'*

When asked 'Do you know how students can impact the priorities of the Elected Officers?', out of a combined 145 students, 39 responded Yes (26.9%), 61 responded No (42.1%), and 31 responded somewhat (31%). Once again, the majority of students approached through outreach were unaware of how they could impact officers priorities, whilst online students following the Union's social media were slightly more likely to know the process than not. However, this response is significantly below the aspirational level the Union would want when it comes to its democratic processes.

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Do you know how students can impact the priorities of the Elected Officers?

26 Yes, 50 No, 37 Somewhat — Outreach Responses
13 Yes, 11 No, 8 Somewhat — Social Media Responses
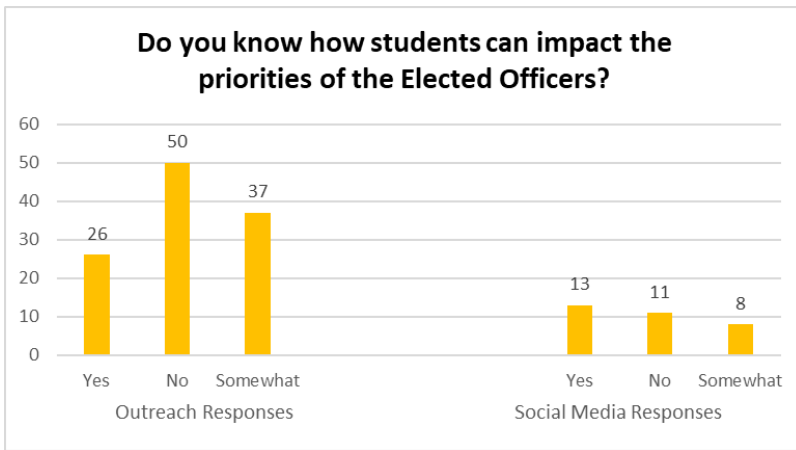
Graph 2. Response numbers to 'Do you know how students can impact the priorities of the Elected Officers?'

When asked 'Do you know how officers are held to account on the priorities set by students?', out of a combined 155 students, 29 responded Yes (18.7%), 89 responded No (57.4%), and 37 responded somewhat (23.9%). This question found a clear majority of students who are unaware of the way in which students are held to account on their priorities. Once again there was some clear difference between the outreach and social media responses.

Do you know how officers are held to account on the priorities set by students?

14 Yes, 77 No, 33 Somewhat — Outreach Responses
15 Yes, 12 No, 4 Somewhat — Social Media Responses

Graph 3. Response numbers to 'Do you know how officers are held to account on the priorities set by students?

On the final day of outreach students were also asked to rate which of the democratic goods was most important for union democracy going forward. Collectively students approached rated inclusivity as the most important with transparency a close second, and efficiency considered the least important. Online students rated transparency the most important, followed by student control and then inclusivity.

Recommendations

Based on the research detailed above, the feedback provided to the student voice team through other means, and a creation of processes which balance desire and resource, the following recommendations are being proposed as part of phase one of the democracy review. These recommendations are not believed to be the only changes required but will be a steppingstone to democratic processes which successful balances all needs and requirements. Much of the research provided insight and information that will feed into the remaining elements of the democracy review and its priorities. However, the key takeaways from the research which have focused on accountability include the need to engage more students in the process, a desire for accountability to be focused by portfolio and to be conducted by the students an individual is responsible for representing, and the need for any such system to report into the larger democratic processes.

Recommendation 1: To delete and remove bye-law 4 (Scrutiny Committee) and replace with a new bye-law entitled Officer Accountability which will detail the operationalisation of these recommendations and the new agreed process for officer accountability.

Recommendation 2: For all Sabbatical Officers to be required to have at least one executive committee with responsibility for supporting their work, providing student voice and input into their portfolio, and to feed into the officers accountability.

Recommendation 3: For each executive to have a scheduled accountability session at least three times a year where the elected officers are held to account on their work against their manifesto, year priorities, and actions on relevant passed policy. The executive committee may have the option to request additional accountability sessions.

Recommendation 4: For the officers executive committee to be made up of at least 50% students directly elected and the remainder made of students indirectly elected and then approved by their peers or appropriate forum. For example, this may be chairs of societies approved to be on the executive committee by society forum or a number of elected student reps being approved by other student reps to sit on the Undergraduate or Postgraduate Students executive.

> **Recommendation 4a:** In the case of the SU President for their executive to be considered the Officers Executive made up of all Campaign and Sabbatical Officers, with an accountability council elected separately to the executive.
> **Recommendation 4b:** In the case that an officer has more than one executive for their accountability to done jointly with representatives from each executive.
> **Recommendation 4c:** Student Senate should have the power to review the membership arrangements for each executive committee annually.
> **Recommendation 4d:** In the case of Campaign Officers for their executive to be considered the Association Committees and the committee to be elected by association members.

Recommendation 5: For each accountability session to be required to submit a report after each session to Student Senate detailing the process they have undertaken, the items discussed, and the collective work of the executive and officer.

Recommendation 6: For accountability sessions to require a minimum membership of 8 students, with 5 being considered quoracy.

Recommendation 7: For each accountability session to retain the rights to provide notices or censures as detailed in the existing bye-law.

Recommendation 8: For the Student Senate Chair and Vice-Chair to retain the right to attend any officers accountability session they desire in an observing capacity.

Recommendation 9: For each accountability session to be required to elect a Chair and Vice-Chair at the start of the year to be responsible for ensuring that meetings are conducted in an appropriate way, that the wellbeing of the elected officer is considered at all times, and that members behave in an acceptable way throughout the meeting. For the Chair to have the power to close a meeting for any reason following concerns being raised.

Recommendation 10: For all executive and accountability meetings to be available in a hybrid method and all members including the officer to have the option to attend in-person or online wherever possible.

Recommendation 11: A member of staff of Cardiff University Students' Union shall maintain the right to attend accountability meetings to support the democratic processes and ensure the activity is in-line with the Union's governing documents.

Recommendation 12: For the approved process to be reviewed and any changes included in the final democracy review report due June 2024.

Recommendation 13: For the next stage of the democracy review to consider the introduction of a Democratic Procedures Committee.

Appendix A. List of Students' Unions Researched

Name of Students' Union	Home Page
Aberdeen University Students' Association	https://www.ausa.org.uk/
Aberystwyth University Guild of Students	https://www.abersu.co.uk/
Anglia Ruskin Students' Union	https://www.angliastudent.com/
Aston Students' Guild	https://www.astonsu.com/
Bangor Students' Union	https://www.undebbangor.com/
Bath Spa University Students' Union	https://bathspasu.co.uk/
Birmingham City University Students' Union	https://www.bcusu.com/
Bishop Grosseteste University College Students' Union	https://bgsu.co.uk/
Bournemouth University Students' Union	https://www.subu.org.uk/
Cambridge University Students' Union	https://www.cambridgesu.co.uk/
Canterbury Christ Church University Students' Union	https://ccsu.co.uk/
Cardiff Students' Union	https://www.cardiffstudents.com/
Central School of Speech and Drama Students' Union	
Chester Students' Union	https://www.chestersu.com/
City University London Students' Union	https://www.citystudents.co.uk/
Cornwall College Students' Union	https://www.cornwallstudentunion.ca/
Courtauld Institute of Art Students' Union	https://courtauld.ac.uk/current-students/students-union/
Coventry University Students' Union	https://www.yoursu.org/
Cranfield Students' Association	https://mycsa.org.uk/
De Montfort Students' Union	https://www.demontfortsu.com/
Durham Students' Union	https://www.durhamsu.com/
Edge Hill University Students Union	https://www.edgehillsu.org.uk/
Edinburgh Napier University Students' Association	https://www.napierstudents.com/
Edinburgh University Students' Association	https://www.eusa.ed.ac.uk/home
Falmouth & Exeter Students' Union	https://www.thesu.org.uk/
Glasgow Caledonian University Students' Association	https://www.gcustudents.co.uk/
Glasgow School of Art Students Association	https://www.thegsasa.com/
Glasgow University Union	https://www.guu.co.uk/
Glyndwr Students' Guild	https://www.wrexhamglyndwrsu.org.uk/
Goldsmiths Students' Union	https://www.goldsmithssu.org/
Harper Adams University College Students' Union	https://www.harpersu.com/
Heriot-Watt University Student Union	https://www.hwunion.com/
Homerton Union of Students	https://www.hus-jcr.co.uk/
Hull University Union	https://hulluniunion.com/
Imperial College Union	https://www.imperialcollegeunion.org/
Keele University Students' Union	https://keelesu.com/
King's College London Students' Union	https://www.kclsu.org/
Kingston University Students' Union	https://www.kingstonstudents.net/
Lancaster University Students' Union	https://lancastersu.co.uk/
Leeds Met Students' Union (Beckett?)	https://www.leedsbeckettsu.co.uk/
Leeds Trinity University College Students' Union	https://www.ltsu.co.uk/
Leeds University Union	https://www.luu.org.uk/
Liverpool Guild of Students	https://www.liverpoolguild.org/
Liverpool Hope Students' Union	https://www.hopesu.com/
Liverpool John Moores Students' Union	https://www.jmsu.co.uk/home/index
London Metropolitan University Students' Union	https://www.londonmetsu.org.uk/
London School of Economics Students' Union	https://www.lsesu.com/

London South Bank University Students' Union	https://www.southbanksu.com/
Loughborough University Students' Union	https://lsu.co.uk/
Manchester Metropolitan University Students' Union	https://www.theunionmmu.org/
Marjon Student Union	https://www.marjon.ac.uk/msu/
Middlesex University Students' Union	https://www.mdxsu.com/
Newcastle University Union Society	https://nusu.co.uk/
Newman Students' Union	https://www.newmansu.org/
Northumbria Students' Union	https://mynsu.co.uk/
Nottingham Trent Students' Union	https://www.trentstudents.org/
Oxford Brookes Students' Union	https://brookesunion.com/
Plymouth University Students' Union	https://www.upsu.com/
Portsmouth Students' Union	https://upsu.net/
Queen Margaret University Edinburgh Students' Union	https://www.qmusu.org.uk/
Queen Mary, University of London, Students' Union	https://www.qmsu.org/welcome/
Queen's University Belfast Students' Union	https://qubsu.org/
Reading University Students' Union	https://www.rusu.co.uk/
Roehampton University Students' Union	https://www.roehamptonstudent.com/
Royal Holloway, University of London, Students' Union	https://www.su.rhul.ac.uk/
Royal Veterinary College Students' Union Society	https://www.rvcsu.org.uk/
School of Oriental and African Studies Students' Union	https://soasunion.org/
Sheffield Hallam University Students' Union	https://www.hallamstudentsunion.com/
Sheffield University Students' Union	https://su.sheffield.ac.uk/
Southampton Solent University Students' Union	https://www.solentsu.co.uk/
Southampton University Students' Union	https://www.susu.org/
St George's Students' Union	https://www.sgsu.org.uk/
St Mary's University College Students' Union	https://www.stmaryssu.co.uk/
Staffordshire University Students' Union	https://www.staffsunion.com/
Strathclyde University Students' Association	https://www.strathunion.com/
Swansea University Students' Union	https://www.swansea-union.co.uk/
Teesside University Students' Union	https://www.tees-su.org.uk/
The Arts University College at Bournemouth Students' Union	https://www.aubsu.co.uk/representation/about_us/
The Oxford University Student Union	https://www.oxfordsu.org/
The Robert Gordon University Student Association	https://www.rguunion.co.uk/
The University of Northampton Students' Union	https://northamptonunion.com/
The University of Surrey Students' Union	https://ussu.co.uk/
Trinity Saint David Students' Union	https://www.uwtsdunion.co.uk/
Union of UEA Students	https://www.ueasu.org/union/
University Campus Suffolk Union	https://www.uosunion.org/
University for the Creative Arts Students' Union	https://ucasu.com/
University of Abertay Dundee Students' Association	https://www.dusa.co.uk/
University of Bath Students' Union	https://www.thesubath.com/
University of Birmingham Guild of Students	https://www.guildofstudents.com/
University of Bolton Students' Union	https://www.boltonsu.com/
University of Bradford Union of Students	https://www.bradfordunisu.co.uk/
University of Brighton Students' Union	https://www.brightonsu.com/
University of Bristol Students' Union	https://www.bristolsu.org.uk/
University of Central Lancashire Students' Union	https://www.uclansu.co.uk/
University of Chichester Students' Union	https://www.ucsu.org/
University of Cumbria Students' Union	https://www.ucsu.me/

University of Derby Students' Union	https://www.derbyunion.co.uk/?altcast_code=6a684d4770
University of Dundee Students' Association	https://www.dusa.co.uk/
University of East London Students' Union	https://www.eastlondonsu.com/
University of Essex Students' Union	https://www.essexstudent.com/campus/
University of Gloucestershire Students' Union	https://www.uogsu.com/
University of Greenwich Students' Union	https://www.greenwichsu.co.uk/
University of Hertfordshire Students' Union	https://hertssu.com/
University of Huddersfield Students' Union	https://www.huddersfieldsu.co.uk/
University of Kent Students' Union	https://kentunion.co.uk/
University of Leicester Students' Union	https://www.leicesterunion.com/
University of Lincoln Students' Union	https://lincolnsu.com/
University of Manchester Students' Union	https://manchesterstudentsunion.com/
University of Nottingham Students' Union	https://su.nottingham.ac.uk/
University of Salford Students' Union	https://www.salfordstudents.com/
University of South Wales Students' Union	https://www.uswsu.com/
University of St Andrews Students' Association	https://www.yourunion.net/
University of Stirling Students' Union	https://www.stirlingstudentsunion.com/
University of Sunderland Students' Union	https://www.sunderlandsu.co.uk/
University of Sussex Students' Union	https://sussexstudent.com/
University of the Arts London Students' Union	https://www.arts-su.com/
University of the West of England, Bristol, Students' Union	https://www.thestudentsunion.co.uk/
University of the West of Scotland Student Unions	https://www.uwsunion.org.uk/
University of Ulster Students' Union	https://www.uusu.org/
University of Wales Institute, Cardiff (UWIC)Students' Union	https://www.cardiffmetsu.co.uk/
University of Wales Lampeter Students' Union	https://www.uwtsdunion.co.uk/
University of Warwick Students' Union	https://www.warwicksu.com/
University of Westminster Students' Union	https://uwsu.com/
University of Winchester Students' Union	https://www.winchesterstudents.co.uk/
University of Wolverhampton Students' Union	https://www.wolvesunion.org/
University of York Students' Union	https://yusu.org/
West London Students' Union	https://www.uwlsu.com/
Wirral Metropolitan College Student Union	https://www.wmc.ac.uk/student-life/students-union
Worcester University Students' Union	https://www.worcsu.com/
Writtle College Students' Union	https://www.wucstudentsunion.com/
York St John University Students' Union	https://ysjsu.com/

ITEM SEVEN: Submitted Bye-law Proposals.

I. Amendment to bye-law 4 (Annual General Meetings) to improve accessibility.

Please provide the reasons for your bye-law proposal

Keeping Members' Meetings accessible to all students

Currently, Student Members can only attend Student Members' Meetings in-person or by a proxy appointed in their place. This includes the Annual General Meeting (AGM).

This requirement excludes certain students from the meeting, both in terms of cost and disruption to them of in-person attendance. This can affect all students, but especially students with caring responsibilities, disabled students, students living in transport poverty, remote students, degree apprentices and part-time students. While a proxy may still allow a student to vote indirectly, proxies do not allow these students to attend or speak during the meeting. The proxy model also relies on students knowing a proxy who can and is willing to attend in-person on their behalf.

All students should be able to attend, speak and vote at Members' Meetings in a way that is accessible for them, and it should be easy for them to do so.

It is already possible to conduct Student Senate meetings virtually. This follows also involves conducts a post-meeting ballot, with in-meeting arrangements for procedural motions. Precedents also exist for past AGMs. During the COVID-19 pandemic, the AGM was held entirely virtually. Another AGM since has been live-streamed. College Forums are also held virtually. This demonstrates the viability of remote attendance and means there is no technical reason why this cannot be facilitated at Student Members' Meetings.

Last year's AGM on 24th November 2022 was postponed and rearranged because the initial meeting was not quorate [1]. Although several reasons contributed to this, the requirement for in-person attendance at Student Members' Meetings, including AGMs, was one factor. The expense and disruption of rearranging large meetings means that not keeping meetings accessible bears a direct financial cost and risk to the Union.

The governing documents are currently ambiguous to the mode of attendance at Students' Members' Meetings and accessibility requirements. The measures below:

> (i) alter bye-law 4 to explicitly give Student Members the right to attend virtually, alongside existing modes.

> (ii) alter bye-law appendix 3 to make accompanying provisions for this, such as post-meeting ballots in line with the Student Senate.

It is also important to consider wider accessibility. These changes introduce bye-law 4.10 mandating accessibility of meetings and make provisions such as allowing short access breaks during meetings, subject to the approval of the meeting. Adopting these bye-law amendments will ensure future Student Members' Meetings are more inclusive and accessible.

The Union is also conducting a Democracy Review. The bye-law amendments here do not obstruct this process or prevent further changes to bye-laws in the future as a result of the Democracy Review.

[1] https://twitter.com/cardiffstudents/status/1595847927817441280

Please provide details of your bye-law proposal

Any added or amended text within the bye-law is highlighted in purple

Amend Section 4 of the bye-laws to read:

4.1 A Student Members' Meeting, including the Student Members' Annual General Meeting, shall be conducted in line with the procedures detailed in Appendix 3.

4.2 There shall be at least five days' notice between the publication of notice of the Student Members' Meeting and the deadline for submission of agenda items.

4.3 The agenda for each Student Members' Meeting shall be published and displayed at least four days before the commencement of the meeting. The notice shall include the process for submitting amendments.

4.4 The quorum for Student Members' Meetings shall be 500 Student Members and shall be competent to amend, pass or reject any tabled business. For the avoidance of doubt, quorum shall include all Student Members in attendance, whether in-person, virtually or by proxy.

4.5. Student Members are entitled to attend, speak and vote at Student Members' Meetings. Student Members can attend and speak in-person, virtually or by an in-person proxy in their place. Voting will be by electronic means accessible to all Student Members.

4.6 Any amendments to tabled business must be submitted to the Chair at least 48 hours before the meeting. Amendments must be relevant and not frustrate the intention of that business, as determined by the Chair. Any amendments shall be published and displayed at least 24 hours before the commencement of the meeting.

4.7 In the event of a meeting being or becoming inquorate no business shall be transacted other than the adjournment of the meeting. At least three days' notice of the adjourned meeting shall be given. At the adjourned meeting only the unfinished business from the original meeting shall be transacted. In the event of the adjourned meeting being or becoming inquorate the unfinished business (other than proposed amendments

to the Memorandum and Articles) shall be referred to the Student Council whose decision thereon shall be final.

4.8 A Members' Meeting can be trigged by:

    (i) A Secure Petition of no less than 500 Student Members

    (ii) A motion passed by a simple majority of Student Council;

    (iii) A resolution of the Trustees.

4.9 A Members' Meeting shall be organised by the Union as soon as possible after the trigger, but no longer than 21 days.

4.10. The Students' Union shall ensure the meeting is as accessible as reasonably possible so that all Student Members are able to participate.

Amend Appendix 3 of the bye-laws to read:

1. The Chair

(a) The Chair of Student Council shall chair a Members Meeting.

(b) In the absence of the Chair of Student Council, the Student Members present shall confirm acceptance of another Student Council Member to chair the meeting.

2. Attendees

(a) Students Members shall have the right to attend Student Members' Meetings in-person, virtually or by an in-person proxy in their place. The organisers shall take reasonable measures to authenticate rights to attend, speak and vote.

(b) Students Members may attend Student Members' Meetings virtually subject to pre-registering with the Student Voice team no later than Noon before the start of the meeting.

(c) Virtual attendance to the meeting will be facilitated using an online videoconferencing tool. The tool shall enable virtual attendees to speak and enjoy the same capabilities as in-person attendees. The organisers shall satisfy themselves that the tool is reliable and technically capable of supporting full participation in the meeting.

(d) Students Members may appoint a proxy to attend in-person in their place, subject to the appointment being made to the Student Voice team no later than Noon before the start of the meeting. This proxy must be a Student Member in their own right. Student Members may only appoint one proxy. Student Members can act as proxy for no more

than one other.

(e) Student Members can only attend Student Members' Meetings in one way. For the avoidance of doubt a Student Member attending virtually may not attend in-person or by proxy; a Student Member attending in-person may not attend virtually or by proxy; and a Student Member who has appointed a proxy may not attend the meeting themselves or act as a proxy for another Student Member.

3. Observers

(a) Student Members shall have the right to attend Student Council on the condition that there is sufficient room for them and that they remain orderly.

(b) It shall be at the discretion of the Chair to declare the meeting room full and to ask any disorderly member to leave the room.

(c) Student Members in need of assistance may be accompanied to the meeting by someone else. If this person is not a Student Member in their own right, they will only be admitted to the meeting and may not speak or vote and must be done through such a process as identified in the Notice of the Members' Meeting.

4. Order of Business

(a) The order of business shall include the place, the time allotted for the meeting and any content required by Article 19. If the meeting is not an Annual General Meeting under Article 19, the order of business shall be determined by the Chair. The meeting shall be publicised widely to allow the maximum number of Student Members to attend, promoting the option to attend both in-person and virtually.

(b) At a Members Meeting any business that has not been publicised in advance shall be provided for information only and no decision may be taken on such matters.

(c) Multiple copies of all relevant papers shall be made available at the beginning of the meeting. This shall include physical copies, including those printed with a larger font size. Virtual copies of all relevant papers shall be circulated ahead of the meeting.

(d) The Chair shall have the power to change the order of business within the meeting's allotted time only, subject to the approval of the meeting. This includes the power to provide access breaks of no more than ten minutes once every hour, also subject to the approval of the meeting.

(e) If, in the opinion of the Chair, orderly debate of the business has become impossible, the Chair shall declare the meeting adjourned until order is restored or shall declare the meeting closed when the time allotted for the meeting has expired.

(f) When the allotted time for the meeting has expired, the Chair shall declare the meeting closed and instruct attendees on provisions to vote using the secure electronic

means provided.

5. Procedure for Debate

(a) Policy ideas must be submitted through the students' union online voting mechanism before they are added to the Student Senate Agenda. Members Meeting policy is excluded from this process, instead the process for submitting policy will be outlined within the Notice of the Members Meeting

(i) Students submit their policy idea via the students' union website

(ii) If the policy idea is of operational concern it will be added to the next Leadership or Management Team meeting and will not require a vote

(iii) If the policy idea is a political stance or request for action from the elected representatives of the students' union, the policy idea will be made available for students to vote on within one working day of the submission

(iv) Policy ideas will be given two weeks to receive a minimum of 50 votes in order to be added to the upcoming Student Senate agenda outside of the academic term this timeframe may be extended

(b) The Chair shall have the authority to adjust timings and order of debate within the allotted meeting time in order to facilitate an effective discussion:

(i) The Proposer of the Motion shall speak for up to four minutes.

(ii) The Chair shall then call for a speech against the motion, which shall last for up to four minutes.

(iii) The Chair will then allow a period of debate calling speakers who may speak for, against or on the motion for up to two minutes.

(iv) The Chair shall call such speakers in the order they catch their eye whilst trying to keep a balanced debate. The Chair shall include both in-person and virtual speakers.

(v) If at any time there is no speaker available, the Chair shall move directly to the summation and a vote.

(vi) The summation shall include a final speech for the motion by the proposer or their nominee and from an opposer. The summation should not include new information not included in the debate.

(vii) At the end of this period of debate, the period may be extended at the

discretion of the meeting

6. Voting

(a) The organisers will provide the facility to vote at Student Members' Meetings by electronic means accessible to all Student Members.

(b) At Student Members' Meetings, votes on motions and affiliations shall take place by Student Members via a secure electronic voting platform. This will open within 24 hours of the end of the meeting and remain open for a period of 24 hours.

(c) All other votes at Student Members' Meetings, including amendments to motions and procedural motions, will take place immediately of members present in-person, virtually and by proxy.

7. Motions of Censure at Scrutiny Committee

(a) A Censure may be applied to a Sabbatical Trustee or Campaign Officer.

(b) Automatic Censures

> *These shall be deemed passed automatically, unless extenuating/mitigating circumstances are presented at Scrutiny Committee:*
>
> *(i) Failure to submit a report without good reason*
>
> *(ii) Failure to attend Scrutiny Committee without apologies, or repeated absence.*
>
> *(iii) An Officer receives three Notices of Required Improvement in one academic session.*

(c) Non-Automatic Censures

> *(i) The Scrutiny Committee shall have the authority to apply censures for other means. In considering such a censure, the Committee shall confirm their intention with the officer and give them appropriate opportunity to respond before any decision is made to apply the censure.*
>
> *(ii) Such censures may be applied for:*
>
> > *(a) Neglect of duties or obligations*
> >
> > *(b) Frustration of democratic processes*

(c) Failure to fulfil a mandate from decision making bodies

This is not an exhaustive list.

(d) Upon the passing of three motions of Censure within one academic session a motion of no confidence in the Sabbatical Trustee or Campaign Officer shall be automatically tabled for the following meeting of Student Council.

8. Motions of No Confidence (in Sabbatical Trustee or Campaign Officer) at Student Council and Members' Meetings

(a) Conduct of Motions of No Confidence in a Campaign Officer at a Members' Meeting:

(i) If a Student Member at the Members' Meeting wishes to table a Motion of No Confidence, they may bring this to the Chair's attention.

(ii) The proposer of the Vote of No confidence shall have the right to speak for the motion.

(iii) The Campaign Officer concerned shall have the right to speak against the motion.

(iv) The Chair shall allow an appropriate amount of time for discussion, which shall not allow any personal attack(s) on Campaign Officer concerned.

(v) After discussion, the Chair shall call a vote, which will require a 75% majority in order to pass.

(b) Conduct of Motions of No Confidence in a Sabbatical Trustee or Campaign Officer at Student Council:

(i) The proposer of the motion of no confidence at Student Council may be:

(i.i) A representative of the Scrutiny Committee where the motion is recommended by the Scrutiny Committee, or

(i.ii) A member of Student Council.

(i.iii) A student member

(ii) The proposer of the motion of no confidence shall have the right to speak for the motion.

(iii) In either case, the Sabbatical Trustee or Campaign Officer concerned shall have the right to speak against the motion.

(i.v) The Chair shall allow an appropriate amount of time for discussion, which shall not include any personal attack(s) on the individual concerned.

(v) After discussion, the Chair shall call a vote, which will require a 75% majority in order to pass.

9. Amendments to motions

(a) Only one amendment to a motion may be moved at a time and no other amendment shall be taken into consideration until the last one has been disposed of.

(b) Amendments shall be taken in the order in which they are submitted.

(c) Amendments may not negate the substantive motive and no amendment shall be discussed which is not relevant to the content of the substantive motion. The Chair's ruling on the question is final.

(d) Amendments which are accepted by the proposer of the substantive motions shall be incorporated into the substantive motion without debate or vote, and the proposer of the original motion shall remain as proposer of the motion as amended.

(e) Amendments which have not been accepted by the proposer of the substantive motion shall be debated immediately after the proposing speech for the substantive motion.

(f) The proposer of such an amendment shall have the right to make a proposing speech and to sum up before a vote is taken. The summation shall contain no new information on matters which have not been directly referred to during the course of the debate.

(g) The proposer of an original motion shall have the right to speak immediately after the summing up by the proposer of an amendment which has not been accepted by them.

(h) If an amendment is passed which substantially alters the original motion, the motion shall then become the property of the proposer of the amendment. Therefore that person shall own the summation speech.

10. Procedural Motions

(a) Between speeches on a motion or an amendment, or in the case of Standing Order 8(f) (below), during a speech, at any time due to the Chair calling a vote, debate may be interrupted by any of the following procedural motions in the following order of ascendance:

(i) that the meeting has no confidence in the Chair

(ii) that the question now be put

(iii) that the question be not put

(iv) that the question be referred to an appropriate committee

(v) that the question lies on the table until the next meeting

(vi) that the question be voted on in parts

(vii) that the time limit be overturned

(b) All procedural motions must be both proposed and seconded.

(c) In the case of Standing Order 8(a)(i), the proposer shall have the right to speak. If the Chair so wishes, they shall have the right to leave the Chair and reply. A vote shall be taken without further discussion. If Standing Order 8(a)(i) is passed, the Chair must leave the Chair for the remainder of the meeting.

(d) Procedural motions Standing Order 8(a)(ii), (iii), (iv), (v) and (vi) shall not be moved before there have been two speeches for and one against the motion or amendment under discussion.

(e) In cases Standing Order 8(a)(iii), (iv), (v) and (vi) the proposer of the procedural motion shall speak to their motion and the proposer of the main motion shall have the right to reply if they wish. If the proposer of the main motion forgoes this right, the procedural motion shall now be taken without further discussion.

(f) Any member wishing to propose any procedural motion shall alert the Chair or organisers, whereupon the Chair shall be bound to recognise them.

(g) In the event of two or more members arising with different procedural motions, the order of precedence shall be according to Standing Order 8(a).

(h) In the case Standing Order 8(a) (vii) there shall be a speech in favour and a speech against the motion. A vote shall then be taken without discussion.

(i) Procedural Motions shall require a two-thirds majority to pass.

(j) There shall be no further procedural motions except Standing Order 8(a)(i) until the preceding one has been disposed of.

(k) No procedural motion, if defeated, may be put again during the same debate until there have been four speeches in the debate in progress.

(l) Procedural motions may not be moved while a vote is being conducted.

11. Chair's Rulings

(a) Any ruling made by the Chair may be challenged by any Student Member.

(b) Should the Chair's ruling be challenged, the Chair shall leave the Chair. The proposer of the challenge shall speak to their motion, and the challenged Chair shall have the right to reply. A vote shall immediately be taken, requiring a simple majority, and the decision shall be binding upon the Chair.

12. Suspension

(a) Any of these Standing Orders may be suspended for the duration of a meeting by a two-thirds majority of members except for Standing Orders 2(a), 2(b), 5, 6, 7(a), 7(b), 7(c), 7(d), 7(g), 8, 9 and 10.

(b) It shall be competent for any Student Member at any time to move the reintroduction of a suspended Standing Order(s), and such a motion shall only require a simple majority for the reintroduction of the Standing Order(s).

Name of the proposer:	J. Morewood
Name of the seconder:	K. Haddad

ITEM EIGHT: Submitted Motions

I. Cardiff University Students' Union and Graduation 2023

Student Senate Notes

1. The UK Higher Education (HE) sector continues to face a crisis of poor working conditions for academic staff, professional services staff, Postgraduate tutors and many other members of staff. This crisis is taking place in your university every day, and has only been exacerbated by the Coronavirus Pandemic.
 	
 2. UCU Industrial Action elsewhere revolves around both pensions and 'Four Fights' which are as follows:
 	
      i.   Precarity – Universities rely on a significant number of staff, many postgrads, on precarious or casual contracts which do not provide secure or sustainable working conditions. Many staff are also employed through variable hours, fixed term and temporary contracts, contributing to a lack of job security.[1]
 	
      ii.   Inequality – Cardiff University's gender pay gap in 2020 was 18.9%; UCU are demanding concrete action to close gender and ethnicity pay gaps within our institutions.[2]
 	
      iii.   Pay - Nationally, University staff have faced a decrease in salaries of 17.6% since 2009. £8.70 is the hourly rate of the lowest paid teachers in Higher Education.[3]
 	
      iv.   Workload - Throughout the Higher Education (HE) sector in the UK, four in every five university staff members surveyed are struggling with workload and 86% of staff surveyed had been directed towards support for mental health due to workload. According to a survey carried out by Cardiff UCU, 93% of academic staff reported working weeks of more than 35 hours (standard contractual hours at Cardiff University).[4]
 	
 3. In December 2022, students at Cardiff Students' Union AGM voted to support the motion of solidarity with UCU Industrial Action.
 	
 4. Industrial Action from November 2022 brought employers to negotiation; however, employers have moved very slightly on pay for 2023-24 and not at all for 2022-23. The last pay offer was far below an inflation pay-rise.[5]
 	
 5. From 20 April 2023, UCU members entered a national marking and assessment boycott to get an improved offer from UCEA regarding the 'Four Fights'.

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[1] https://www.ucu.org.uk/ucuRISING-results

[2] https://www.cardiff.ac.uk/__data/assets/pdf_file/0018/2048202/2020-GPG-report.pdf

[3] https://www.ucu.org.uk/article/3538/Calculation-of-hourly-rates-of-pay-for-academic-and-related-staff-in-HE-institutions

[4] https://www.cardiffucu.org.uk/2020/07/23/cardiff-ucu-covid-19-working-lives-survey-report-of-findingsjuly-2020/

[5] https://www.cardiffucu.org.uk/

6. On 28 April, Cardiff UCU voted 87% in favour of escalating to strike action in response to 50-100% pay deductions over the marking and assessment boycott which will cover:
    i. Graduation
    ii. Confirmation and clearing
    iii. Welcome week
    iv. Cardiff UCU also reserves the right to call an indefinite strike 'at any point' if Cardiff University does not back down on their deductions.

7. Some universities have negotiated with their local UCU branch and deescalated. For example, University of Cambridge released a joint statement with Cambridge UCU calling for the dispute to end as quickly as possible and called for negotiations between UCEA and UCU to restart to reach an agreed settlement.[6]

Student Senate Believes

1. Cardiff Students' Union is to 'support any Industrial Action that occurs locally within Cardiff during the academic year 2022/23 and officially stand in solidarity with staff' as mandated in the successful motion presented at AGM 2022.

2. Cardiff Students' Union sending Sabbatical Trustees, Campaigns Officers, or any other representative (past, present, or incoming) to speak at graduation ceremonies, attend graduation dinners, or other related activities is not in the spirit of the motion passed.

3. Sabbatical Officers, Campaigns Officers, or Cardiff Students' Union representatives boycotting graduation ceremonies will likely not impact the student experience at Graduation 2023 but will create a strong statement to Cardiff University demonstrating that Cardiff Students' Union stands in solidarity with staff and Postgraduates who teach.

4. Cardiff Students' Union taking a stance throughout this period will put even greater pressure on Cardiff University to support negotiations and put an end to this dispute for good.

5. It is Cardiff University's lack of engagement in supporting negotiations in good faith and bullying staff with 50-100% pay deductions that lead to this escalation.

Student Senate Resolves

1. This motion resolves that Cardiff Students' Union will not send Sabbatical Trustees, Campaigns Officers, or any representatives of past, present, or incoming to attend or represent the Students' Union at Graduation 2023, in the case that UCU takes industrial action in the week of Graduation 2023. This includes making speeches at graduation ceremonies, attending Cardiff University graduation dinners, or related activities.

2. This motion resolves that Cardiff Students' Union makes a public statement

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[6] https://www.cam.ac.uk/news/a-joint-statement-from-the-university-and-the-cambridge-ucu-on-the-marking-and-assessment-boycott

condemning Cardiff University's choice to deduct 50-100% of pay from staff participating in the MAB, ASOS, or similar industrial action; and calls for Cardiff University to back down and support negotiations.	

Name of Motion Proposer:	Micaela Panes
Name of Motion Seconder:	Penny Dinh

II. Name change of Parent and Carers Officer

Student Senate Notes

1. Cardiff SU currently has the role of Parent and Carers Officer.

2. Cardiff SU has a Carers and Parents Association.

3. The Carers and Parents association was created in 2018 but didn't become active till 2020.

4. Allowance was made in the constitution for President or a Campaign Officer to be represented on the senate. The Campaign Officer would have had same name as the Association.

5. The Association constitution allows for a person to deal with Carers issues and another to deal with Parent issues under a President or Campaign Officer.

Student Senate Believes

1. When the name of the association was created the main premise was to fulfill the role of those who care for others, thus the name Carers and Parents was chosen, Parents were also included in the title as they have a caring role, all be it with similarities but differences as well.

2. There should be fair representation for both groups within the association. The Parent and Carer Role was created without the knowledge behind the creation of the name of the association. The main reason behind the name carers and parents is that this it is about a caring role, which is also that of a parent, The name should fit with the association as it called the carers and parents association.

3. t has been reported that student Carers have not immediately associated with the Campaign officer as they see the word Parent first. Therefore, this can be misinterpreted. Changing the name shows both roles can be considered separately. (Though there may be student parents with children who have care needs due to their disabilities.)

Student Senate Resolves

1. The Campaign Officer should have the same name as the Association and be the Carer and Parents Officer.

2. That if Hoodies etc haven't been created yet for the role the name should be changed as soon as possible.

Name of Motion Proposer:	Nodie Caple-Faye
Name of Motion Seconder:	Janet Williams

III. Carers Awareness Week and Family Day

Student Senate Notes
1. Cardiff SU has a Carers and Parents Association.
2. In November,2018 the Carers awareness Week with a Family Day was passed by the Senate.
3. In the past VP Heath has been keen to have a Family Day for student parents.
4. A previous year's campaign officer and both VP Welfare and VP Heath were responsible for organizing this event.

Student Senate Believes
1. As it will have been five years since the last motion was passed to have a carers awareness week with a parent day, it would be poignant to have a renewal of this event. This could be tied in with training for staff and student staff alike.
2. Having an event during the first term can raise awareness not only for all who participate but for students who may not recognize themselves as carers. Having a family day or a special Give it a Go trip for student families

Student Senate Resolves
1. To have a Carer and parents awareness week during the first term (possibly after election week as it was in 2018), with a family day and /or a Give it a Go Trip.
2. To have those Sabbatical Officers dealing with Welfare involved with the lead being the Campaign officer and to involve the Together at Cardiff Officer.
3. To make this an annual event.

Name of Motion Proposer:	Nodie Caple-Faye
Name of Motion Seconder:	Janet Williams