



WELFARE & DIVERSITY COUNCIL

Minutes - (05.02.2026)

Time: 17:30

Date: 5th December 2025

Chair: Iffat Jahan

Officer Update

IJ opened the meeting by welcoming everyone and introducing the agenda. She provided a verbal update on her work as Welfare & Diversity Officer, explaining that her core priority is creating a supportive and inclusive environment for all students. She described several events she has delivered recently. The first was International Students Day, themed “Unmask One Challenge and One Strength,” where around 30 international students shared their experiences, discussing topics such as language barriers, cultural adjustment, financial pressures, and access to support. Many also highlighted positive elements such as community, friendships, and a sense of belonging.

She then highlighted the Career Confidence Workshop, run in partnership with the Careers Team. This was designed to help students - especially those unaware of existing services - understand how to access career advice and resources. Students reported increased confidence after the session. Following this, she updated the group on a successful Finance Pop-Up, delivered after concerns were escalated to university leadership. Demand was so high that it was extended for an additional day, and many new international students were able to access crucial financial guidance.

IJ then shared her ongoing projects. She has circulated a survey for International Education Day titled “Unmask Your Educational Challenge,” and recently hosted an art-focused Hallow event, which was well-received and will be followed by a Pride History collaboration titled Unmask the Colours of Identity on 25 February. She also noted upcoming SHAG 365 activities and Speak Week, run collectively with the other sabbatical officers.

Speak Week – Questions & Opportunities

KW asked whether welfare reps would be able to attend Speak Week pop-ups and answer questions from students they represent. DH confirmed that this is absolutely encouraged and that reps will receive a sign-up sheet. There will be four pop-ups - Park on Monday, Oxstalls and City on Tuesday, and FCH on Thursday. Reps can volunteer for as many or as few hours as they want.

LH asked what activities would be involved. DH outlined the planned engagement tasks:

- A long-form student survey with a prize draw
- An upvote/downvote “change it” style activity
- The UoG Happiness Index
- “One Minute to Change” – students giving their one biggest change for the sector or university
- Reps attending will mainly help run these activities and engage students in conversation about their experiences.

Community Concerns & Updates

IJ opened the floor for updates from each representative community. LGBTQIA+ Community – Trip Form Language

KW reported significant concerns about transphobic or inappropriate language being used in trip forms across schools. Forms asked about “biological sex,” assigned sex for room allocation, and collected unnecessary sensitive disclosures, raising both safeguarding and GDPR issues. She and NE had already raised this to BH and were collecting evidence. DH asked her to share the terminology so he, IJ, and BH can escalate the issue and also assess whether such language appears on other university forms.

Accessibility & Disabled Students – City Campus

LH raised a series of accessibility concerns from mature and disabled students at City Campus. Students felt disabled parking was being prioritised for staff instead of students who need it. Many reported that entrance doors were extremely heavy, making access difficult. Toilet accessibility was also raised, with concerns about cramped disabled toilets and manoeuvring space for wheelchairs.

TSR added a serious issue: in one City Campus disabled toilet, the emergency cord had been tied high out of reach and toilet roll was placed so far from the toilet that users could not reach it. She noted that these issues pose real safety risks. She also raised that disabled students had inconsistent communication from staff regarding adjustments - she previously received communication sent to lecturers about her condition, but no such communication was sent this semester, leading to unsafe situations.

LH added further accessibility concerns, including the need for adjustable tables and chairs in classrooms for disabled students or those with chronic pain. He emphasised that some students may stop attending City Campus because of these barriers.

In response, DH acknowledged that City Campus was rushed in its completion and that several accessibility elements were missed. He proposed that he, Emily (the SVCO based at City), IJ, and BH conduct an accessibility walk-around to produce a formal report identifying issues like inaccessible doors, toilet cord compliance, and layout barriers. This would then be sent to Estates

LGBTQIA+ & Neurodivergent Students – Teaching Materials

KW raised another concern: some lecturers refuse to upload slides or resources to Moodle, citing fears that students won't attend classes. She explained that for many neurodivergent or disabled students - such as those with dyslexia or ADHD - having resources in advance is essential for equitable access. DH validated this, noting that while there may be concerns about publicly available materials, Moodle access is restricted to enrolled students. He will discuss raising a possible policy proposal with BH to standardise expectations across departments.

DSA, RAPs and Adjustment Processes

TSR expanded on the inconsistencies in adjustments. While DSA arranges accommodations within student rooms, lecture accommodations are unclear and differ across departments. Some students don't know about reasonable adjustment plans; others have RAPs but lecturers don't implement them. DH explained that the disability team is currently reviewing RAP processes and that students should not bear the burden of initiating adjustment conversations. He encouraged reps to contact BH if they want to join the RAP process review group.

Care Leavers

RB raised important concerns from care-experienced students. Many said they struggled to find information or the appropriate contact (SA) when applying, as support wasn't clearly signposted online. She added that tutors sometimes ask care-experience students about their past in insensitive ways, which can be distressing. DH proposed three actions:

1. IJ and RB meet with SA to improve visibility of support on the university website.
2. The SU will create an interim webpage with care leaver resources.
3. RB may consider designing a staff training session on appropriate language and support for care-experienced students, similar to the LGBTQIA+ inclusion training already delivered.

Women's Community

IO, whose microphone wasn't working, shared through the chat that she is developing a film project documenting women's experiences and challenges across campuses. She also raised that women in some subjects feel overshadowed and unheard. IJ mentioned that International Women's Day on 8 March will run under the theme "Give and Gain" this year and welcomed creative ideas for the event.