

# Winning on welfare

Developing welfare in your students' union



 #WelfareWin

# Foreword

The words “student welfare” really wouldn’t have meant much to me a few years ago. In fact I probably would have been reminded of the kindly elderly woman I got sent to when I banged my knee in primary school – and to be honest that’s probably still what my parents think I do.

Throughout my time studying, my eyes have been opened to the many things that happened outside the classroom that impacted on my ability to study and live well. I saw friends struggling along the way, some of whom ended up dropping out, some of whom battled on. Others didn’t even realise that things shouldn’t have been the way they were; they put up with it because it was “just the way it is.” There are those of course that don’t even make it there in the first place. In all cases, this is a welfare concern.

It’s often thought that welfare is purely about retention – helping students in need to pave their way through the system. I couldn’t disagree more. For me, welfare is only partly about that, but is primarily about shaping and creating new ways to make students’ lives easier and better, and enabling them to avoid finding themselves experiencing problems in the first place. The fact is there are students who don’t go on to further or higher education for a whole host of reasons outside of simply tuition fees. We can change that. I believe we can move our work on student welfare from just the reactive to the proactive, from just retention to shaping access.

It’s a forgotten fact that the history of our student movement was built on student welfare. Students’ unions were born out of a need to represent students on the issues important to them, provide services to students where others couldn’t or wouldn’t and offer aid to students in need. Shaping and influencing education policy is an absolutely vital part of work but it’s entirely pointless without the right support in place to allow students to study. Whether you’re fighting for improved access to hardship funds, affordable

childcare provision, or improved housing standards, your work can radically transform lives.

And yet welfare these days sometimes seems to get a bit of a bad rap. Seen as the “fluffy” area of work – it’s about raising awareness, giving out fruit and condoms and the occasional cuddle to a student in tears. Despite appearances we know that this is just not true.

My fear is that I see work on welfare at risk of taking a backseat within our movement. Moved down the priority list due to competing interests and resource constraints, left down to one department or even individual, or seen as an added extra. The movement I know understands how important this work is and how it can really change students’ lives, laying the groundwork for everything else we do to improve the student experience. I want us to work together to put welfare back at the top of the agenda and support you to take it to the next level. I want to lead an NUS that gives you the tools and support you need to deliver real change on the ground. I want to see a movement that considers student welfare in every element of its activity and pushes others to do the same.

Because without that stable basis of a happy, healthy, supported existence, how can we expect students to thrive when it comes to their studies, their work or anything else for that matter? Together, I know we can revolutionise this area of work, creating strong students’ unions and a successful movement winning a deal worthy of our students today and in the future.



Colum McGuire  
Vice President (Welfare)  
National Union of Students

# Contacts

NUS can provide support to your welfare work, and it's important that you know who to contact and when:

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### **Vice President (Welfare)**

Political leadership on welfare  
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## **David Malcolm**

### **Head of Social Policy**

Particular expertise in student finance  
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## **Jo Goodman**

### **Research and Policy Officer (Student Welfare)**

Particular expertise in housing, health and other general welfare issues  
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## **Sukhi Kainth**

### **Project Manager (Campus Cohesion and Interfaith)**

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## **Sean Turnbull**

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General departmental support  
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*N.B. Please note, these details are correct at time of writing in October 2013*

You might also find it useful to join the student welfare jiscmail (student-welfare@jiscmail.ac.uk), as well as the Facebook group, Welfare/Community Sabbs.

If you would like Colum to come and visit your union to discuss how this document might influence your work, get in touch with him directly.

## **Welfare priorities and union strategy**

In a students' union, strategic planning is all about prioritising work and setting objectives, based on the needs of your members and your organisation's capacity to deliver. If you are concerned that you don't have the organisational capacity to deliver on welfare priorities or that your union has failed to prioritise welfare appropriately in your strategic plan, then NUS' Strategic Support Unit (SSU) may be able to help.

Where important areas of work don't seem to get the priority they require it may mean that there is a need to reconsider how your trustee board has allocated resources. NUS' SSU can support trustees to assess the current strategic direction of the organisation and highlight opportunities for developing and realigning strategies through a range of methods including on site diagnostic visits.

For more information on how NUS' SSU can support you email SSU Manager Stephen Coole:  
Stephen.Coole@nus.org.uk

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# Welfare work in the student movement

Political leadership of welfare work has been central to students' unions for almost forty years. However, the history of work on what we now term 'student welfare' is as old as the history of student representation itself. When the very first forms of student self-government appeared in the University of Bologna in the twelfth century, one of the catalysts was unhappiness with the cost of student accommodation.

When modern students' unions developed in the UK several hundred years later, student health formed one of the principal concerns of a student body not yet able to benefit from a national health service. The very first NUS research report, in 1937, was on student health, with recommendations to set up a health insurance system for students. More practical assistance was available too: at this time NUS and its European equivalents ran a tuberculosis sanatorium for students in Switzerland. Meanwhile, the concept of the free Wednesday afternoon originated at the University of Aberdeen in the 1920s as a way of ensuring students took up sport to improve their health and wellbeing.

The expansion of British higher education in the 1960s was made possible by the student movement winning a lengthy campaign to secure a national system of grant funding to replace the previous patchwork of local authority scholarships. This gave students greater freedom to move away from the parental home, and thus it generated demand for an expansion of the purpose-built student accommodation that hitherto had been concentrated at the ancient universities. This also meant increasing numbers living in the private rented sector in university towns and cities.

In turn, this resulted in a greater focus on welfare campaigns in students' unions, and the rights of students living in halls of residence when the age of majority was 21 and universities acted in loco parentis for those under that age. Campaigns ranged from rent strikes at Keele, Surrey and Sheffield in protest at

increased halls fees and substandard services, to lobbying university authorities at Sussex to allow students overnight guests and keys to their own rooms. These activities and a rising demand from students for advice caused the first, part-time welfare officers to emerge, with sabbatical positions and professional advisers following from the 1980s. NUS' first Vice President Welfare, Jez Lloyd, was elected in 1975.

The 1970s saw the emergence of the first student-specific bank accounts – with their accompanying overdrafts – and concerns about student debt and financial literacy only increased when student loans were introduced in 1990. Subsequent campaigns to secure adequate funding for further education students and successive changes to HE student finance have kept student finance at the heart of welfare campaign work over the years.

Student numbers boomed in the early 1990s and the impact of their lifestyles became a subject for debate and activity in both students' unions and wider society. This led to various activities from sexual health campaigns in the aftermath of the AIDS crisis to those on alcohol or drugs. Community concerns about 'studentification' also started to arise from this period and welfare officers became increasingly involved in local politics and planning decisions.

As students have become ever more diverse so has the nature of welfare work. Whilst advice and support have always been important, so too is representation and active campaigning on the many issues that fall into welfare officers' remits.

Housing, finance and general health are still as important as ever but welfare officers have worked on a wide range of issues in recent years, including transport provision, interfaith activities and an increasing focus on mental health. Today's welfare officers follow in a long and proud tradition – but they're making an equally impressive contribution of their own.

# NUS VPs Welfare through the ages

1975–77	Jez Lloyd	Liverpool University
1977–78	Sue Robertson	Bristol Polytechnic
1978–79	Alison Downie	Middlesex Polytechnic
1979–80	Mac McPherson	Leicester Polytechnic
1980–81	Leighton Andrews	University College North Wales, Bangor
1981–82	Hank Hastings	Sussex University
1982–84	Sarah Veale	Goldsmiths College
1984–85	Steve Morgan	University College Cardiff
1985–86	Vicky Phillips	University of East Anglia
1986–88	Simon Pottinger	Durham University
1988–90	Sarah Adams	North East London Polytechnic
1990–91	Rachel Taylor	Leeds University
1991–92	Lucy Jackson	Portsmouth Polytechnic
1992–93	Martin Lindsay	City of London Polytechnic
1993–94	Kevin Sexton	Liverpool Institute of Higher Education
1994–96	Ian Moss	Bristol University
1996–97	Gwilym Morris	University of Wales Swansea
1997–98	Julie Eason	Kent University
1998–2000	James Asser	University of Central England
2000–01	Rachel Cashman	Jewel and Esk College
2001–02	Claire Kober	University of East Anglia
2002–04	Verity Coyle	Lincoln University
2004–05	Helen Symons	University College London
2005–07	Veronica King	Liverpool University
2007–09	Ama Uzowuru	Coventry University
2009–11	Ben Whittaker	Derby University
2011–13	Pete Mercer	Newcastle University
2013–	Colum McGuire	Kent University

# Essential competencies for work on welfare

It is important that officers in students' unions with remits covering welfare understand and develop key skills throughout their time in office.

Welfare can too easily be seen as a 'soft' area, less challenging and less effective than other roles, less central to the mission of the students' union and the work better delivered via permanent staff than elected officers, to the point that welfare officer positions are under threat in many students' unions.

This can only be countered by strong and successful campaigning officers who lead on welfare work in the same way as others lead on education, on activities, or on liberation. Their campaigns need to be able to demonstrate impact and value, and they need to be able to have a seat at the table for key decisions both within the students' union and beyond.

There are five key competencies, as identified by the NUS Social Policy Unit, which we believe are essential to a welfare officer's success. You might want to consider these if you are reviewing the role description you provide for officers whose remit covers student welfare. It may also prove useful to consider in terms of how you present welfare roles to those considering running for election, as well as what you cover in your induction for welfare officers.

Some of these competencies may at first feel a little uncomfortable for some welfare officers, and may entail some reflection on why they stood for their role and what their perceptions of what it would entail were. However, we hope they provide a useful framework for discussion and consideration.

Competency	Specific areas	Description
Challenge authority	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Curiosity</li> <li>• Political sensitivity</li> <li>• Persistence</li> </ul>	<p>The ability to challenge authority in an effective and measured way is essential to a welfare officer for several reasons:</p> <ul style="list-style-type: none"> <li>• Decisions in the institution or the local community may be taken which affect students without involving them and which may be directly counter to their interests</li> <li>• Decision-makers may not believe students can be 'expert' enough to understand issues, nor sufficiently engaged enough in political process to matter</li> <li>• Policy decisions at a national, local and subject based level can have many unintended consequences that need to be considered</li> </ul>
Be an authority	<ul style="list-style-type: none"> <li>• Manage information</li> <li>• Seek information and research</li> <li>• Public speaking</li> <li>• Understand what a good decision looks like</li> <li>• Work with membership</li> <li>• Assure quality in their work</li> </ul>	<p>It is critical that a welfare officer is confident, knowledgeable about their portfolio and about their students, diverse as they are; able to talk to students and in communicating key messages. Their work needs to be of the highest quality.</p>
Advocate and campaigner	<ul style="list-style-type: none"> <li>• Develop and make arguments</li> <li>• Develop effective campaigns</li> <li>• Identify students' interest</li> <li>• Identify need for change</li> <li>• Use formal structures effectively</li> </ul>	<p>Developing and expressing a strong argument is a difficult area to acquire. Welfare officers need to be able to develop arguments and counter-arguments quickly and effectively. They also need to be able to understand how to use different ways of advocating or campaigning in relation to audience and situation.</p>
Build and manage relationships	<ul style="list-style-type: none"> <li>• Build networks</li> <li>• Use networks appropriately</li> <li>• Understand what different relationships are for</li> </ul>	<p>The ability to build, maintain and manage a range of relationships is particularly important to a welfare officer's role, as their contacts can be diverse as the issues they face. Bringing these different people together and using each to ensure work is done effectively is extremely important.</p>
Be a professional	<ul style="list-style-type: none"> <li>• Self-reflection</li> <li>• Plan</li> <li>• Welcome challenge</li> <li>• Prioritise</li> <li>• Seek development</li> <li>• Work in a team</li> <li>• Evaluate and hand over work effectively</li> </ul>	<p>Transitioning from being a student to being a professional can be difficult for officers but is crucial for the role and for future careers. If officers are not supported in developing professional skills then moving from officer to another role can be even more challenging. It's also key to evaluate the work undertaken and hand over to successors in a way that gives them the best chance of succeeding.</p>

# Understanding your union

In order to understand how you might be able to develop your welfare work, it is important to understand where you are to start off with. We have compiled a range of questions for unions to answer across the range of categories covered by the broad concept of welfare to enable you to consider how your union is performing currently.

The list of categories we've used here is not a definitive list of the areas of welfare work, as this will clearly vary hugely between unions, and therefore not all areas or questions may be appropriate to you specifically. However, we hope that these categories and the questions within them provide a useful framework for you to consider your own welfare work, and how you might look to develop it in future. If your union is very developed, you may already do most of the things included in this publication, but hopefully there will still be some ideas for development here too. Alternatively, for smaller unions, this might be a useful starting point if you're looking to develop your work on welfare from scratch. At the very least, we hope that this helps to start a conversation within your students' union and across the student movement as a whole, about what welfare work is and what it's for.

Although there isn't a definitive list, the categories we have used are:

-  Representation and campaigns
-  Advice
-  Finance
-  Housing and accommodation
-  Community
-  Faith and belief
-  Health
-  Crime and student safety
-  Student parents and carers
-  Transport

We have compiled a different set of questions according to whether your union is small, medium or large to ensure that they are pitched at an appropriate level to the kinds of things you might realistically be able to do.

Although the list may be lengthy and some of the questions may seem quite ambitious, don't be daunted by it. At the end of the questions, you should identify three key areas to develop over the coming year. As developing your work on welfare, as with any area of work, is a continuous process, you can then come back to this next year and look for the next areas you might want to develop. By prioritising a smaller number of areas initially, there is more of a chance that your work can become embedded in the way your union works, and help to create more meaningful and sustainable change.

You might also want to look at concrete ways to ensure that this work has a legacy beyond your time in office, such as by ensuring that key points or areas of work are included in your union's strategy, or by putting together your own strategy (working with staff and other officers) on how the union can seek to develop its welfare work over the coming years. You should consider sitting down with senior staff, sharing this document with them, and using it as a springboard to discuss your priorities and how they can help make them happen.

The section following the questions will give you some handy pointers on steps you might want to take to develop your work in your selected areas, as well as key resources which you may find useful.



Make your own notes throughout and where you see this icon.

# If you are a small union...

## Representation and campaigns

- Do all of the areas which fall under the broad scope of welfare fall clearly within at least one of your officers' remits?
- Do you ensure that any officers with responsibility for welfare have enough capacity to fulfil their responsibilities and that they are well supported by others where possible?
- Do you ensure that welfare campaigns are given the same level of support and priority level as other kinds of campaigns?
- Do you run at least one prominent welfare change campaign each year and do you incorporate welfare considerations in other campaigns and decisions?
- Does your welfare representative/s have an opportunity to engage with training and campaigns nationally?

## Advice

- Do you signpost students to appropriate sources of information, advice and guidance (particularly if this isn't available within your students' union)? This should include advice independent from the institution if possible.
- If you have no advice provision and officers have to do casework, do you ensure that they receive training and have appropriate support available to them e.g. from a local students' union with professional advisors where necessary? Do you have policies in place to inform students of your approach to confidentiality, record keeping and so on? Do you have insurance in place?
- Do you lobby on issues students are experiencing so that you are able to prevent other students experiencing similar issues in the future?

## Finance

- Do you provide signposting to information and advice on student support entitlement, hardship funding, debt and other financial matters?

- Do you promote some key messages on finance such as the importance of budgeting, the implications of credit, repayment conditions etc
- Do you campaign on some key local finance issues such as hidden course costs, international student fee rises/hardship funds,
- Do you ensure the provision of financial education for the general population?
- Do you engage with your institution on financial issues and influence institutional bursary/scholarship policy?

## Housing and accommodation

- Do you provide students with information on their housing options and signpost to sources of support and advice?
- Do you promote key messages for students, including to look for accredited status, not to sign too far in advance and to make sure deposits are protected?
- Do you engage with your institution around housing, and lobby them to provide adequate support for students?
- Do you know who is responsible for your institution's accommodation (if applicable) so you can make contact with them if there is an issue?
- Do you know when rent setting takes place for your institution's accommodation (if applicable) and do you try to involve yourself with this, as well as being consulted on plans for future development?

## Community

- Do you undertake at least one community engagement activity each year, either independently or in conjunction with your institution?
- Do you involve yourselves in any local initiatives to represent students in the community on a city-wide or regional basis?
- Do you have at least one contact in the local authority who you are able to raise any issues with, and find ways to keep in the loop with any decisions that may affect students?

- Do you find ways to encourage students to be active in the community, such as through volunteering or through attending local residents' association meetings?
- Do you work with your institution to ensure that local press coverage is sought proactively to draw attention to the contribution of students to the community?
- Do you work with other students' unions locally to engage in local democratic processes on issues that may have an impact on students where you can?
- Do you make contact with local councillors and MPs where there is an issue of concern for students living in the community?

## Faith and belief

- Are you aware of all the faith and belief societies which exist on campus?
- Do you have an NUS Welfare Calendar which highlights religious festivals so you are aware of when they fall and therefore what support students of faith may need at certain times of the year e.g. with timetabling?
- Do you provide a range of events, including ones which are alcohol free and outside of spaces where drinking usually takes place?
- Are you aware of what prayer facilities are available within or near your institution?
- Do you have procedures and/or policies in place for assessing the risk of external speakers who societies may invite onto campus?
- Do you have a no platform policy?

## Health

- Do you work with other students' unions locally to advocate for students' health needs to local decision-makers responsible for health?
- Do you work with local NHS and voluntary sector services to promote access to services such as sexual health testing, and drug and alcohol support?
- Do you ensure that any venues you work with for events operate responsible retailing policies and are part of the Best Bar None awards scheme?
- Do you lobby your institution to work with the local authority and NHS to provide appropriate health

services for students including GPs, dentists and mental health support?

- Have you and your institution committed to tackling mental health stigma by signing the Time to Change or See Me pledge? (This is something you can do jointly)
- Do you ensure that students moving from outside the area have all the information they need to sign up to their local GP upon arrival?

## Crime and student safety

- Do you have some contact with your local police force and/or Police and Crime Commissioner (if in England and Wales) to help them understand students' concerns and lobby them on key issues?
- Do you promote key messages to students on how to keep safe and how to report crime where it occurs?
- Do you promote support for victims of crime and have information on confidential services operated by your institution or locally?
- Do you have a Zero Tolerance to sexual harassment policy and do you promote this widely to students?
- Do you work with other local students' unions to encourage local bars and night clubs to improve their practices around safety in the nighttime economy e.g. preventing drink spiking, promoting safe travel options?
- Do you signpost students to information on how they can take measures to keep their home as safe as possible from burglary?

## Student parents and carers

- Have you secured agreement from your institution that they will record data on students with caring responsibilities (for both children and disabled adults)?
- Have you lobbied your institution to commit to provide timetables far enough in advance for student parents and carers to arrange care?
- Is consideration given to scheduling events to ensure that many of them are likely to be possible to attend for students with caring responsibilities?

## Transport

- Would you know how to contact your local bus/train/tram company if your students were experiencing issues with transport?
- If there is a safe taxi scheme locally, does your institution participate? Or do you signpost students to reputable local taxi firms to encourage students to avoid illegal minicabs?
- Do you lobby to ensure that there is sufficient late night transport in the area and affordable travel for students?



You can use these sections to map out how this relates to you own students' union

## Representation and campaigns



## Advice



## Finance



## Housing and accommodation



## Community



Once you've completed this section, please turn to page 24

## Faith and belief



## Health



## Crime and student safety



## Student parents and carers



## Transport



# If you are a medium sized union...

## Representation and campaigns

- Do all of the areas which fall under the broad scope of welfare fall clearly within at least one of your officers' remits? Does this work out as the equivalent of around one full time officer?
- Do you ensure that any officers with responsibility for welfare do not also have to take on additional roles which could be shared e.g. supporting liberation, engaging with hard to reach students?
- Do you ensure that any officers with responsibility for welfare are able to focus on creating change and providing leadership and are not burdened with helping to run services and events which could be undertaken by staff or volunteers?
- Are your staff structures set up appropriately to ensure that welfare campaigns receive the same level of support as other kinds of campaigns?
- Do you run at least one prominent welfare change campaign each year and do you incorporate welfare considerations in other campaigns and decisions?
- Does your welfare representative/s have an opportunity to engage with training and campaigns nationally?

## Advice

- Do you have independent advice provision within your students' union which covers key issues of concern for students?
- Do you provide information and guidance to students, as well as signposting them to appropriate sources of advice on subjects which aren't covered by your own advice service?
- If you have no advice provision and officers have to do casework, do you ensure that they receive training and have appropriate support available to them e.g. from a local students' union with professional advisors where necessary?
- Do you have policies in place to inform students of your approach to confidentiality, record keeping and so on? Do you have insurance in place?

- If you have advice staff, do you ensure that systems are in place to ensure that officers and advisors keep each other updated on issues arising?
- Do you use advice statistics and feedback from advice staff to lobby your institution/local authority/MP on key issues affecting students?

## Finance

- Do you provide comprehensive information and advice on student support and benefit entitlement, and other financial issues?
- Do you promote key messages on finance such as the importance of budgeting, the implications of credit, repayment conditions etc
- Do you campaign on most key local finance issues such as hidden course costs, international student fee rises/hardship funds,
- Do you ensure the provision of financial education for the general population?
- Do you engage with your institution on financial issues and influence institutional bursary/scholarship policy?

## Housing and accommodation

- Do you provide detailed information on housing options and provide or signpost to relevant sources of support and advice?
- Do you promote key messages for students, including to look for accredited status, not to sign too early and to make sure deposits are protected?
- Do you play an active role in any local accreditation schemes, and discussions with the local authority around housing?
- Do you work closely with your institution to provide support for students around housing e.g. housing talks, fairs, advice publications?
- Do you have a working relationship with your accommodation office and management with responsibility for your institution's accommodation (if applicable)?

- Are you consulted and involved in rent setting for institutional accommodation and plans for future development (if applicable)?
- Do you have contacts at private providers of accommodation who house your students who you could contact if there was an issue?
- Are your staff and officers aware of the Approved Codes which govern most purpose-built student accommodation?

## Community

- Do you undertake at least two community engagement activities each year, either independently or in conjunction with your institution?
- Do you play an active role in any local initiatives to represent students in the community on a city-wide or regional basis?
- Do you have a good working relationship with the local authority, and are you able to raise issues and input actively where decisions may affect students?
- Do you undertake volunteering initiatives, and operate a scheme where students are represented on local residents' associations?
- Do you work with your institution to ensure that there is a communications strategy to demonstrate the contribution of students to the community, and that press coverage is sought proactively to cover key events?
- Do you understand how to engage in local democratic processes and respond to key consultations e.g. those relating to planning, transport, waste disposal that may have an impact on students where you can?
- Do you have contact with your local councillors and MPs and lobby them on issues of concern to students living in the community?

## Faith and belief

- Do you have an active relationship, provide training for and support all your faith and belief societies on campus?
- Do you consult your NUS Welfare Calendar which highlights religious festivals so you are aware of when they fall and therefore what support students of faith may need at certain times of the year e.g.

with timetabling? Do you ensure that all union events are scheduled to ensure any potential clashes with religious festivals are kept to an absolute minimum?

- Do you provide a wide range of events, including ones which are alcohol free and outside of spaces where drinking usually takes place?
- Do you regularly engage with faith groups to ensure that prayer facilities within the institution are adequate and appropriate?
- Do you provide a range of dietary options in your shops and bars e.g. halal, kosher, egg free?
- Do you have procedures and/or policies in place for assessing the risk of external speakers who societies may invite onto campus?
- Do you have a no platform policy? If so do you know which organisations are proscribed on it?

## Health

- Do you have some contact with local decision-makers responsible for health?
- Do you work with local NHS and voluntary sector services to promote access to services such as sexual health testing, and drug and alcohol support?
- If you have a bar, does it operate responsible retailing policies and is it part of the Best Bar None awards scheme? Do other venues you work with do the same?
- Do you work closely with your institution to ensure that students have good access to services including GPs, dentists and mental health support? Are these services regularly reviewed to ensure that they are properly equipped to meet the needs of students, particularly in the case of institutional mental health services?
- Have you and your institution committed to tackling mental health stigma by signing the Time to Change or See Me pledge?
- Do you ensure that students moving from outside the area have all the information they need to sign up to their local GP upon arrival?

## Crime and student safety

- Do you have a relationship with your local police force and/or Police and Crime Commissioner (if in

England and Wales) to help them understand students' concerns and lobby them on key issues?

- Do you promote key messages to students on how to keep safe and how to report crime where it occurs? Do you operate as a hate crime reporting centre?
- Do you promote support for victims of crime and have information on confidential services operated by your institution or locally?
- Do you have a Zero Tolerance to sexual harassment policy and do you promote this widely to students?
- Do you encourage local bars and night clubs to improve their practices around safety in the nighttime economy e.g. preventing drink spiking, promoting safe travel options?
- Do you provide information on how students can take measures to keep their home as safe as possible from burglary?
- Are you a third party Hate Crime reporting centre?

## Student parents and carers



- Have you secured agreement from your institution that they will record data on students with caring responsibilities (for both children and disabled adults)?
- Have you lobbied your institution to commit to provide timetables far enough in advance for student parents and carers to arrange care?
- Do you provide at least one specific event a year for student parents and carers, and do you make effort to ensure that many other events are likely to be possible to attend for students with caring responsibilities?

## Transport



- Do you have contact with your local bus/train/tram company and meet occasionally to discuss strategic issues and improvements for your students?
- Do you operate a safe taxi scheme or work with reputable local taxi firms to encourage students to avoid illegal minicabs?
- Do you lobby to ensure that there is sufficient late night transport in the area and affordable travel for students?



You can use these sections to map out how this relates to you own students' union

## Representation and campaigns



## Advice



## Finance



## Housing and accommodation



## Community



Once you've completed this section, please turn to page 24

## Faith and belief



## Health



## Crime and student safety



## Student parents and carers



## Transport



# If you are a large union...

## Representation and campaigns

- Do all of the areas which fall under the broad scope of welfare fall clearly within at least one of your officers' remits? Does this work out as the equivalent of at least one full time officer?
- Do you ensure that any officers with responsibility for welfare do not also have to take on additional roles which could be shared e.g. supporting liberation, engaging with hard to reach students?
- Do you ensure that any officers with responsibility for welfare are able to focus on creating change and providing leadership and are not burdened with helping to run services and events which could be undertaken by staff or volunteers?
- Are your staff structures set up appropriately to ensure that welfare campaigns receive the same level of support as other kinds of campaigns?
- Do you run at least one prominent welfare change campaign each year and do you incorporate welfare considerations in other campaigns and decisions?
- Does your welfare representative/s have an opportunity to engage with training and campaigns nationally?

## Advice

- Do you have well-resourced independent advice provision within your students' union which covers most issues of concern for students?
- Do you provide information and guidance to students, as well as signposting them to appropriate sources of advice on subjects which aren't covered by your own advice service?
- Do you have policies in place to inform students of your approach to confidentiality, record keeping and so on? Do you have insurance in place?
- Do you ensure that systems are in place to ensure that officers and advisors keep each other updated on issues arising?
- Do you use advice statistics and feedback from advice staff to lobby your institution/local authority/MP on key issues affecting students?

## Finance

- Do you provide comprehensive information and advice on student support and benefit entitlement, and other financial issues?
- Do you promote key messages on finance such as the importance of budgeting, the implications of credit, repayment conditions etc
- Do you research and campaign on most key local finance issues such as hidden course costs, international student fee rises/hardship funds,
- Do you ensure the provision of financial education that targets vulnerable groups like student parents and disabled students as well as the general population?
- Do you engage with your institution on financial issues and play a leading role in setting institutional bursary/scholarship policy?

## Housing and accommodation

- Do you provide comprehensive information on housing options, as well as direct support and advice e.g. contract checking?
- Do you promote key messages for students, including to look for accredited status, not to sign too early and to make sure deposits are protected?
- Do you play a leading role in any local accreditation schemes, and have regular discussions with the local authority around housing?
- Do you work closely with your institution to provide support for students around housing e.g. housing talks, fairs, advice publications?
- Do you have a strong relationship with your accommodation office and management with responsibility for your institution's accommodation (if applicable)?
- Are you consulted and involved in rent setting for institutional accommodation and plans for future development (if applicable)?
- Do you have a relationship with the private providers of accommodation who house your students?

- Do your staff and officers have an understanding of the Approved Codes which govern most purpose-built student accommodation?

## Community

- Do you undertake a series of community engagement activities each year, either independently or in conjunction with your institution?
- Do you take a leading role in establishing and developing local initiatives to represent students in the community on a city-wide or regional basis?
- Do you have a strong working relationship with the local authority, and are you able to have comprehensive communication with them around any issues arising or decisions which may affect students?
- Do you undertake large-scale volunteering initiatives, and have a relationship with and representation within key local residents' associations?
- Do you work with your institution to ensure that there is a communications strategy to demonstrate the contribution of students to the community, and have you fostered relationships with local press to ensure coverage can be sought proactively to cover key events?
- Do you understand how to engage in local democratic processes and respond to relevant consultations e.g. those relating to planning, transport, waste disposal that may have an impact on students?
- Do you have strong relationships with your local councillors and MPs and lobby them on issues of concern to students living in the community?

## Faith and belief

- Do you have an active relationship, provide training for and have open communication with your faith and belief societies where they feel able to approach the union for support?
- Do you consult your NUS Welfare Calendar which highlights religious festivals so you are aware of when they fall and therefore what support students of faith may need at certain times of the year e.g. with timetabling, and are active in pursuing the institution on matters such as this? Do you ensure that all union events are scheduled to ensure any

potential clashes with religious festivals are kept to an absolute minimum?

- Do you provide a wide range of events, including a large number which are alcohol free and outside of spaces where drinking usually takes place?
- Do you regularly engage with faith groups to ensure that prayer facilities within the institution are adequate and appropriate and lobby for improvements if this is not the case?
- Do you provide a range of dietary options in your shops and bars e.g. halal, kosher, egg free?
- Do you have procedures and/or policies in place for assessing the risk of external speakers who societies may invite onto campus?
- Do you have a no platform policy? If so do you know which organisations are proscribed on it? Do you keep this up-to-date with new and emerging organisations you may wish to ban?

## Health

- Do you engage with local decision-makers responsible for health and have you gathered evidence of your students' health needs to be able to make this engagement meaningful?
- Do you work with local NHS and voluntary sector services to promote access to services such as sexual health testing, and drug and alcohol support, or do you provide this yourselves?
- If you have a bar, does it operate responsible retailing policies and is it part of the Best Bar None awards scheme? Do other venues you work with do the same?
- Do you work closely with your institution to ensure that students have good access to services including GPs, dentists and mental health support? Are these services regularly reviewed to ensure that they are properly equipped to meet the needs of students and are you involved in discussions at a strategic level, particularly around level of provision of mental health support?
- Have you and your institution committed to tackling mental health stigma by signing the Time to Change or See Me pledge?
- Do you ensure that students moving from outside the area have all the information they need to sign up to their local GP upon arrival?

## Crime and student safety

- Do you have regular meetings with your local police force and/or Police and Crime Commissioner (if in England and Wales) to help them understand students' concerns and lobby them on key issues?
- Do you promote key messages to students on how to keep safe and how to report crime where it occurs? Do you operate as a hate crime reporting centre?
- Do you promote support for victims of crime and have information on confidential services operated by your institution or locally?
- Do you have a Zero Tolerance to sexual harassment policy and do you promote this widely to students?
- Do you work with local bars and night clubs to improve their practices around safety in the nighttime economy e.g. preventing drink spiking, promoting safe travel options?
- Do you provide information on how students can take measures to keep their home as safe as possible from burglary and work with your local authority and landlords' groups to improve security in the private rented sector?
- Are you a third party Hate Crime reporting centre?

## Student parents and carers

- Have you secured agreement from your institution that they will record data on students with caring responsibilities (for both children and disabled adults)?
- Have you lobbied your institution to commit to provide timetables far enough in advance for student parents and carers to arrange care?
- Do you provide at least one specific event a year for student parents and carers living off campus, and do you make effort to ensure that many other events are likely to be possible to attend for students with caring responsibilities?
- Do you consider the differences between the needs of student parents and student carers, and actively engage with both of these groups?

## Transport

- Do you have a relationship with your local bus/train/tram company and meet to discuss strategic issues and improvements for your students?
- Do you operate a safe taxi scheme or work with reputable local taxi firms to encourage students to avoid illegal minicabs?
- Do you lobby to ensure that there is sufficient late night transport in the area and affordable travel for students?



You can use these sections to map out how this relates to you own students' union

## Representation and campaigns



## Advice



## Finance



## Housing and accommodation



## Community



Once you've completed this section, please turn to page 24

## Faith and belief



## Health



## Crime and student safety



## Student parents and carers



## Transport



# Developing your welfare work

The last section should have helped you think about where your students' union is in terms of its welfare work. There might have been some areas that you're already very strong on, as well as others that you might not have thought about before. Now we'd like you to go back to your answers to the previous questions, and identify no more than three areas that you'd like to work on this year. If you feel that this is too much, you can just focus on one or two. The important point here is not to focus on everything all at once – this approach is sure to be doomed to fail as you are unlikely to have enough time to commit to more than this in a meaningful way.

This section will look at each of the areas covered in the previous pages, and will give you some pointers on how you might go about developing your work in these areas, as well as some resources you might find useful along the way.

## If you want to work on representation and campaigns

If you find that welfare campaigns don't currently have the profile you'd like them to have within your students' union, you may want to consider looking at your processes and systems to ensure that it is given the space to thrive. A good place to start would be to look at the work that is currently undertaken by officers and staff with responsibility for welfare. Is your welfare officer spending a lot of time on things which should be done by staff, volunteers or other officers? Often, issues are perceived to be purely the responsibility of the welfare officer, when actually they should be spread across all officers.

To take an example, often welfare officers are considered to be responsible for issues relating to disability, however, in reality, this should be a shared responsibility of everyone within the students' union. Direct representation of disabled students should

come from disabled students themselves, issues relating to how academic policies impact on disabled students should be the responsibility of the education officer, and ensuring that union buildings and events are accessible is likely to be the responsibility of staff.

In addition, welfare officers are often tasked with responsibility for managing volunteers, or working with part time officers – again, these are tasks that should be shared amongst officer teams, or handed to staff. Often it is considered that welfare officers are responsible for all union engagement with groups of students who may be more likely to experience welfare related problems – in reality, only the welfare issues themselves should be the responsibility of the welfare officer. Once you have peeled back some of these layers of responsibility, you may find that a lot of the workload currently placed on your welfare representative could be shared effectively amongst a number of people, enabling them to be more focussed on campaigns.

You might also want to look at your campaign planning processes to ensure that all welfare campaigns have an end goal which is measurable and meaningful – although raising awareness may be one part of the process, can you create more meaningful change by finding a policy, a service, or a decision that you want to influence to make a real difference for students? Looking at campaigns other students' unions can be really helpful in this.

## If you want to work on advice

Ideally, all students' unions would have a well-resourced advice centre staffed by professional advisers and handling a wide range of student enquiries. Obviously not all students' unions are in that position but it's important to consider all the different types of support a student might need and, where the SU cannot provide help, signpost to agencies who can.

Sometimes it's possible to set up a more formal partnership, for example referring housing queries to the local CAB, or sharing adviser capacity between neighbouring students' unions.

One common dilemma is whether welfare officers should themselves act as advisors. In general, our view is that welfare officers should avoid doing so where possible, partly because your role ought to be about securing change on a wider scale within the institution or beyond, and partly because some areas of advice are complex and welfare officers may not be able to access the right training.

However, we know not all officers can avoid this duty. If that's the case you must ensure you have considered certain policies – confidentiality, record-keeping (and records will need to be stored long after you complete your term of office), equal opportunities and so on. It's also vital you have adequate professional indemnity insurance in place to protect you and the SU, and as much training and support as is possible.

Even where welfare officers don't give out advice there should be a close relationship with your advice centre to exchange information about issues you may need to consider campaigning on, or raising with university management. Using advice statistics and case studies can prove useful in this. You can also consider running welfare volunteer programmes that can help staff the advice centre and may even be able to give out basic advice to help take the pressure off the professional advisers. This should only occur where it is possible to provide proper support.

## If you want to work on finance

Student finance can seem a complex policy area, with so many different systems across FE and HE, the nations, full-time and part-time, undergraduate and postgraduate, 16-19 and adult learners. The important thing is that you don't have to understand all the rules to ensure you focus on some of the key areas of work around finance. If you want to improve consider some of the following:

- Improving access to advice and support – this doesn't have to be provided by the SU but you should be clear where students can get this help and campaign for better provision as necessary
- Prevention is better than cure, and another area to examine is financial literacy and what the SU and/or the institution do to promote this. Is there any scope

to include elements in the curriculum, or standalone sessions on specific areas like budgeting or the transition into or out of full-time education?

- We know from successive NUS research projects that certain groups are particularly vulnerable financially – student parents, carers, care leavers, disabled students, adult learners in FE, and disabled students for example. Ensuring appropriate information, advice and guidance is available and targeted at these groups is also critical
- There's plenty of campaign areas to get stuck into, from banning payday loan advertising to targeting hidden course costs to ensuring adequate hardship fund provision for international students
- Some of the most powerful campaigns are supported by local research. NUS does its best to break down our results where possible but anything you can do to highlight local issues such as accommodation costs or hardship will help
- Your institution will almost certainly award substantial sums of money to students in bursaries or scholarships. You can influence its policy to ensure this money goes to those most in need in a way that helps them most – be wary of fee waivers, or schemes which are aimed at getting well-qualified but already well-off students into the institution.

## Housing and accommodation

Housing can feel like a daunting topic which it's difficult to have an influence on, but students' unions can have huge success both in helping to equip students with the information they need and in influencing the housing market directly for the benefit of students.

The first stage is to consider how you can best keep students informed. There is a plethora of housing advice information online – Shelter, Which? and the NUS website can all be good sources of information. At minimum, you could look to provide a page on your website signposting to these sources of information. Beyond that, you could look to provide print resources of your own, perhaps produced alongside your institution, or your local authority. If you are a larger union, housing fairs and talks can be a great way to get important messages across and if you are smaller, there may be other people, such as your institution who can support with this. You might even be able to work on a city-wide level with other institutions. If you have an advice centre, consider whether you have the capacity

to do further outreach work, such as contract checks or talks. This can empower students with the information that stops them needing the advice later on!

Housing is an area where collaboration can prove key, and working with other students' unions, institutions and your local authority can really help you to get the best out of your housing work. Accreditation is one area where working on a town or city-wide basis can be critical in ensuring success. If you can work collaboratively with others, you are more likely to have the capacity to build a robust and successful scheme, and the more students who are aware of it and have confidence in it, the more likely it is to have an impact on landlords' ability to rent substandard property.

The final area to consider is that of purpose-built accommodation. If your institution has its own accommodation, you should have a seat round the table when discussions about rent levels and future developments are made. Your first step therefore should be to find out when, where and how these decisions are made and make it known that you want to be involved. You can also look to build relationships with any private providers locally and make it known that you'd like to be kept informed and consulted on their plans – sometimes it may be useful to work with other students' unions on this. You should also look to ensure that at least one member of staff or officer has a basic understanding of the three Approved Codes which accredit purpose-built student accommodation, as these can be pivotal if your students encounter issues either with institutional accommodation, or that provided by a private provider.

### If you want to work on community

Community relations can be pivotal in so many elements of welfare work, whether it's influencing planning decisions, ensuring that students are considered in deciding service provision or ensuring there are appropriate waste disposal facilities locally. Welfare officers should work closely with others including presidents and institutions on community engagement strategies and ensure that this is considered a priority and that there is a consistent approach across the board. The SU should also engage with the work of the NUS Society and Citizenship, and Union Development Zones on community issues.

Ensuring that you have relationships with the local authority departments and elected representatives with responsibility for welfare services such as housing

and health can make it much easier to raise issues that students are experiencing, keep in the loop with upcoming decisions which may affect them and ensure that students are considered in decision-making.

Working on a town, city or regional scale with others can make your work most effective, as can be seen in large scale initiatives such as 'Leave Leeds Tidy' (a programme to reduce waste left by students). You might also find it useful to research what other students' unions have done, as many have run hugely successful initiatives, such as Meet Your Neighbour schemes where students are encouraged to knock on their neighbours' doors as they move in.

### If you want to work on faith and belief

Faith and belief is a broad topic which covers a range of issues. It is often only worked on when negative incidents occur such as provocative external speakers, problems at fresher's fairs or conflicts between different faith and belief societies. However there are a large number of positive examples of students of faith and belief working together: through social action, dialogue events and fundraising to name a few. As faith and belief societies are often the largest on campus it is essential that you develop good working relationships with them in order to support their varying needs. Some may have historical negative relations with the SU so having open communication and being willing to learn about the activities of the societies will benefit good campus relations. A large number of these societies are supported by national student faith and belief organisations and may go to these instead of the SU for support.

Key priorities for students are often adequate food provision on campus, suitable prayer facilities on or near to campus, support when timetabling clashes with prayer time/religious celebrations, and may be things you can mobilise students to campaign for. Many students' unions have fought successful campaigns on these issues, so looking around for campaigns that others have won is likely to be very helpful if you are working on these issues. Other areas of concern can be around external speakers coming onto campus. The recommended way to deal with this is to have risk assessment procedures in place for processing requests for external speakers and implement it across all student societies.

Many students' unions have developed relationships with their institution's chaplaincy who are a great source of advice and support on areas of faith and

belief. It is also worth developing relationships with your local faith and belief communities and building key contacts such as Priests in Churches, Imams in Mosques and Rabbis in Synagogues. Many places of worship now offer community programmes ranging from health and wellbeing (both spiritual and physical) to legal advice so you may find opportunities to work together here. There are also national organisations who work around issues of faith and belief who provide training and support on campus.

## If you want to work on health

Health is an area which is starting to take more of a central position for many students' unions, and is also starting to move beyond the traditional SHAG weeks and mental health awareness campaigns. One of the best ways to develop your work on health is to undertake some research with your students, to try to find out what their health needs actually are, which services they value, what they feel there should be more of, and so on. This will help you to target your work and to ensure that it is as effective as possible.

Try to consider how your work on health can affect students in a year-round way – while doing distress events, or highlighting particular days in the calendar (e.g. World Mental Health Day) may be useful in alleviating low level exam stress for a short period, lobbying for a properly resourced counselling service, a fairer mitigating circumstance policy or for your institution to change its culture in the long term to reduce mental health stigma can be a lot more powerful in supporting those students who are most acutely affected. You should also consider finding ways to ensure that your work on mental health is led by students who have personal experience.

You might want to consider building relationships with local or national health organisations, whether they're part of the NHS, or charities such as Brook, Time to Change or See Me. They may be able to help support your work and ensure that you are well informed on the issues you're working on. You should also look to engage on a strategic level with both your institution and any local decision-makers responsible for health. In England, there are new bodies responsible for commissioning public health service, so once you have identified issues that your students feel strongly about, you might want to consider lobbying your new Health and Wellbeing Board, or making your feelings known by engaging in your local HealthWatch (set up as a way of feeding in people's views on local health services).

Finally, it's important to look at your own practices before you look at others, so if you have a bar or other venues which serve alcohol, it's important to make sure that they operate responsible retailing policies, and are part of the Best Bar None awards scheme. You might also want to look at your events calendar to ensure a good proportion of events don't involve alcohol, and that any offers venues you work with provide do not encourage excessive alcohol consumption.

## If you want to work on crime and student safety

If you're looking to start basic work, you might want to provide some information on your website, and via social media, to promote key safety messages to your students. This might include information on preventing burglary, how to report crime, and information on why victims shouldn't blame themselves when they are affected by crime.

On a more strategic level, you might want to engage with your local police force or campus police officers, and in England and Wales there are now elected Police and Crime Commissioners in each police force area. They have strategic control of policing and victim services and so can be lobbied on anything from the right to protest to community safety to how victims of crime are supported.

Within your students' union, it's important that you can create as safe a space as possible, and so many have implemented Zero Tolerance to sexual harassment policies. These initiatives should always be led by women student representatives. You might also want to work with local nighttime venues to improve their practices around such things as preventing drink spiking, promoting safe travel and responsible retailing of alcohol. In some places, this has taken the form of an accreditation scheme, and you may be able to work with other students' unions and the local authority to make this happen in your area.

Hate crime is an issue that affects many students. NUS are working on producing resources to support students' unions around this area. You can work on better channels of communication within your SU to report hate crime incidents and develop stronger links with the police and other hate crime reporting organisations such as Crimestoppers, True Vision, Stop Hate UK, Safer Wales, Tell MAMA and CST.

## If you want to work on student parents and carers

Student parents and carers are often under considered groups in educational settings, and there are some things which you can do as a students' union or lobby your institution to do which can help to make things much easier for them. NUS' Women's Campaign has completed pieces of research in recent years into each of these groups which can help to equip you with greater understanding of these groups, and both pieces of research include detailed recommendations which you can look to implement.

As a union, your work to support these groups should go beyond welfare considerations, as many of the issues they are likely to face are around things such as academic policies, or access to sporting activities. One of your union's key priorities should be to ensure that these groups are as able as possible to engage in the union's democracy, services and activities, as well as that they are properly considered and involved in all union campaigns.

Some key things to consider are whether your institution can collect data on students' caring responsibilities in order to target information and services appropriately and whether they can provide timetables in advance so that childcare can be arranged if necessary. You might also be able to lobby your institution to provide tailored support for student carers, and suitable childcare provision for parents. As a students' union, there are many things you can do to ensure that you are as inclusive as possible for these groups, such as running specific events for student parents, or students living off campus (some of whom are likely to be carers). Varying the timing of events to include some daytime options is also likely to help.

## If you want to work on transport

Transport is an issue which is often only worked on when a particular issue comes up i.e. a particular bus route gets cancelled, there's a hike in fares or a revocation of student discount offers, but it's important to have an ongoing relationship or at least a point of contact at your local transport operators so that you can be kept in the loop when things might change, and so that they're likely to consider you as stakeholders when making decisions. It's important that they see you as legitimate representatives of students and that they are aware that you are a campaigning body who is willing to make some noise if you're not happy with how they are delivering services.

Key priorities for students are often affordability, reliability, frequency and convenience of services, as well as late night provision so these are particular issues to raise with service providers, and may be things you can mobilise students to campaign for. Many students' unions have fought successful and high profile campaigns on these issues, so looking around for campaigns that others have won is likely to be very helpful if you are working on these issues.

Many students' unions have developed relationships with local taxi providers to offer a 'safe taxi' service where even if a student has no money, they are able to give their student card to the driver, who then returns it to the students' union in return for payment. If this isn't possible for your students' union, you can consider providing students with a list of reputable taxi firms in the area to encourage them to avoid unmarked minicabs which may be dangerous.

# Resources

## Representation and campaigns

NUS Campaigns Hub

[www.nusconnect.org.uk/campaignshub](http://www.nusconnect.org.uk/campaignshub)

## Advice

Advice UK

[www.adviceuk.org.uk](http://www.adviceuk.org.uk)

National Association of Student Money Advisors

[www.nasma.org.uk](http://www.nasma.org.uk)

Join the ACSU Jiscmail

[acsu@jiscmail.ac.uk](mailto:acsu@jiscmail.ac.uk)

## Finance

NUS Pound in your Pocket research and reports

[www.poundinyourpocket.org.uk](http://www.poundinyourpocket.org.uk)

NUS Scotland Students in the Red report

<http://goo.gl/7GB5W7>

NUS Pay Day Lenders

[www.nusconnect.org.uk/news/article/welfare/Stop-advertising-payday-lenders/](http://www.nusconnect.org.uk/news/article/welfare/Stop-advertising-payday-lenders/)

## Housing and Accommodation

NUS Housing How To series

[www.nusconnect.org.uk/resources/campaigns/welfare/housing](http://www.nusconnect.org.uk/resources/campaigns/welfare/housing)

Housing advice section on NUS' website

[www.nus.org.uk/advice/housing-advice](http://www.nus.org.uk/advice/housing-advice)

NUS/Unipol Accommodation Costs Survey

<http://goo.gl/rW7E5z>

NUS/Unipol Accommodation Costs Survey and Campaigns Guide

[www.nusconnect.org.uk/resources/housing/Accommodation-Costs-Campaigning-Guide](http://www.nusconnect.org.uk/resources/housing/Accommodation-Costs-Campaigning-Guide)

Accreditation Network UK

[www.anuk.org.uk](http://www.anuk.org.uk)

Unipol student housing

[www.unipol.org.uk/national/training](http://www.unipol.org.uk/national/training)

The Student Accommodation Code

[www.thesac.org.uk](http://www.thesac.org.uk)

The National Accommodation Code

[www.nationalcode.org](http://www.nationalcode.org)

## Community

NUS/UUK/Guild HE report Living Together, Working Together

[www.nusconnect.org.uk/resources/neighbourhood/Living-Together-Working-Together-2010](http://www.nusconnect.org.uk/resources/neighbourhood/Living-Together-Working-Together-2010)

NUS Housing How To Moving In Briefing

[www.nusconnect.org.uk/resources/open/housing/HOUSING-HOW-TO-Moving-In/](http://www.nusconnect.org.uk/resources/open/housing/HOUSING-HOW-TO-Moving-In/)

## Faith and Belief

Further information on the Campus Cohesion and Interfaith Project

[www.nusconnect.org.uk/resources/faith/Update-on-Campus-Cohesion-and-Interfaith-Project-September-2013](http://www.nusconnect.org.uk/resources/faith/Update-on-Campus-Cohesion-and-Interfaith-Project-September-2013)

NUS toolkit Building Good Interfaith Relations

[www.nusconnect.org.uk/resources/faith/Good-Inter-Faith-Relations-on-Campus](http://www.nusconnect.org.uk/resources/faith/Good-Inter-Faith-Relations-on-Campus)

NUS Mitigating the risks of external speakers guidance (for useful advice on how to implement policies and procedures related to external speakers)

[www.nusconnect.org.uk/asset/News/6013/Hate-Speech-Guidance-Web.pdf](http://www.nusconnect.org.uk/asset/News/6013/Hate-Speech-Guidance-Web.pdf)

Information on who your societies may be affiliated to  
[www.nusconnect.org.uk/resources/open/faith/National-Student-Faith-and-Belief-Organisations](http://www.nusconnect.org.uk/resources/open/faith/National-Student-Faith-and-Belief-Organisations)

Recommended partners who work on campus around interfaith and belief issues

[www.nusconnect.org.uk/resources/open/faith/Interfaith-and-Belief-Organisations-Working-on-Campus/](http://www.nusconnect.org.uk/resources/open/faith/Interfaith-and-Belief-Organisations-Working-on-Campus/)

## Health

**NUS Time to Change Toolkit**

[www.nusconnect.org.uk/resources/open/healthcare/NUS-Time-to-Change-guide](http://www.nusconnect.org.uk/resources/open/healthcare/NUS-Time-to-Change-guide)

**NUS Scotland Think Positive Project**

[www.nus.org.uk/en/nus-scotland/student-mental-health/](http://www.nus.org.uk/en/nus-scotland/student-mental-health/)

**NUS-USI Open Your Mind Project**

[www.nus.org.uk/en/nus-usi/campaigns/open-your-mind/](http://www.nus.org.uk/en/nus-usi/campaigns/open-your-mind/)

**Brook**

[www.brook.org.uk](http://www.brook.org.uk)

**HealthWatch England**

[www.healthwatch.co.uk](http://www.healthwatch.co.uk)

## Crime and Student Safety

**NUS No Place for Hate reports (heading under Students and Hate Crime)**

[www.nus.org.uk/en/news/research-publications/#crime](http://www.nus.org.uk/en/news/research-publications/#crime)

**NUS briefing for Police and Crime Commissioners on engagement with Students' Unions**

[www.nusconnect.org.uk/resources/open/welfare/Engaging-with-students-unions-resource-for-PCCs](http://www.nusconnect.org.uk/resources/open/welfare/Engaging-with-students-unions-resource-for-PCCs)

**NUS Social Policy Briefing Police and Crime Commissioners**

[www.nusconnect.org.uk/resources/welfare/SPB-Police-Crime-Commissioners/](http://www.nusconnect.org.uk/resources/welfare/SPB-Police-Crime-Commissioners/)

**NUS Student Safety Advice**

[www.nus.org.uk/en/advice/student-safety](http://www.nus.org.uk/en/advice/student-safety)

**Knowledge Leeds**

[www.knowledge-leeds.co.uk](http://www.knowledge-leeds.co.uk)

**NUS Social Policy Briefing Hate Crime, Faith and Belief**

[www.nusconnect.org.uk/resources/open/welfare/SPB-Hate-Crime-Faith-and-Belief/](http://www.nusconnect.org.uk/resources/open/welfare/SPB-Hate-Crime-Faith-and-Belief/)

## Student Parents and Carers

**NUS Meet the Parents report**

[www.nus.org.uk/global/nus\\_sp\\_report\\_web.pdf](http://www.nus.org.uk/global/nus_sp_report_web.pdf)

**NUS Learning with Care report**

[www.nusconnect.org.uk/resources/womens/Learning-with-care/](http://www.nusconnect.org.uk/resources/womens/Learning-with-care/)

**NUS Child Free to Child Friendly campaign**

[www.nusconnect.org.uk/news/article/matureparttime/Child-friendly-campaign-gets-launched](http://www.nusconnect.org.uk/news/article/matureparttime/Child-friendly-campaign-gets-launched)

## Transport

**NUS Get on the Bus campaign**

[www.nusconnect.org.uk/resources/welfare/Get-on-the-Bus-toolkit](http://www.nusconnect.org.uk/resources/welfare/Get-on-the-Bus-toolkit)

**Campaign for Better Transport**

[www.bettertransport.org.uk](http://www.bettertransport.org.uk)

## Social Policy briefings

For existing Social Policy Briefings, visit

[www.nusconnect.org.uk/campaigns/welfare/social-policy-briefings/](http://www.nusconnect.org.uk/campaigns/welfare/social-policy-briefings/)

To sign up to our weekly social policy briefings, please email: [spb@nus.org.uk](mailto:spb@nus.org.uk)

# The key areas I want to develop



Fill in this page with the areas you want to work on this year, and then cut it out and stick it on your wall as a reminder of your overarching objectives.

**1. Area:**

**Objectives:**

**2. Area:**

**Objectives:**

**3. Area:**

**Objectives:**









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 #WelfareWin

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