Resolutions 2018
Purpose of this document

Following a priority ballot that was sent to all registered delegates, this document contains the full order of motions submitted by Constituent Members. The Priority Ballot was filled out by 328 delegates to National Conference.

The Zones have been ordered in the following way:

- New Membership
- Priority Zone
- Education Zone
- Union Development Zone
- Welfare Zone
- Society and Citizenship Zone

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New Membership

Motion 001 | New Members

Conference Resolves
To accept the following new members into membership of NUS:

- Post 16 Macmillan Academy
- King Edward VI College, Stourbridge
- Cardinal Newman Catholic Sixth Form
- Oakwood Student Voice
- Henshaws Student Parliament
- Aurora Boveridge College
- Globe Academy Students' Union
- FCRT Student Union
- dBs Music Students Union
100 Priority Zone

Motion PC101 | Student Poverty

Conference Believes

1. The NUS Student Poverty Commission has told us something clear and simple – it is time to get real about student finance.
2. Nearly half of Britain’s students are worried about having enough money to buy essential groceries such as bread and milk from an average weekly food spend of £24.32, according to NUS research.
3. Research also found that almost half of all students are struggling to get together enough money to cover basic costs such as travel and textbooks.
4. Travel costs of £17.35 a week are also a cause for concern, with 43% of students worried about daily travel to university or college.
5. Almost three-quarters of students (71%) cite worries about money as a cause of mental health issues.
6. 23% have used non-government loans to extend their finances.
7. In 2015 student rents in London averaged £226 a week compared with £147 elsewhere, eating up their maintenance support before all other costs.
8. The current minimum wage rate for an apprentice is a shameful £3.50 per hour.
9. The Government is in denial about what is in reality a student poverty crisis. When challenged on the gap between maintenance and costs for university students in October 2017, the then Universities Minister Jo Johnson argued that students should “live more frugally”.
10. The Department for Education has repeatedly refused to publish research into Student Income and Expenditure carried out in 2014/15.

11. Universities, Colleges and Training Providers are also in denial - often making decisions on the way they run programmes that make the problem worse for students.
12. A large proportion of students simply can’t afford to participate in education- but are blamed for a “lack of aspiration”.
13. The intense focus on the £9k paid to universities means that the amount FE, UG and PG students actually have to live on rarely gets discussed, underlying issues rarely debated, and the impacts ignored.
14. Universities promoting first year accommodation as the only way to make friends that then profit from that rent should be banned from doing so.
15. The main source of income for the majority of undergraduate students is a maintenance loan from Student Finance England (SFE).
16. Maintenance grant and loans are means tested for the majority of undergraduate students against their parents’ income.
17. Maintenance support is not enough to cover a large proportion of students living costs
18. Many students now rely on additional income to be able to cover basic living costs

1https://www.theguardian.com/education/2015/jun/29/maintenance-loans-are-keeping-students-265-short-every-month
19. A large number of students experience some level of mental health and stress whilst at University.²
20. Young people aged 18 are treated as an adult by the law.³
21. Students are struggling to afford the cost of living whilst at university. The cost of living for students is an ever-increasing problem, and has increased at a higher rate than maintenance funding.
22. NUS research shows that many students find it difficult to budget and hardship funds see a spike in applications at the end of each term.
23. Student finance is often paid in excess of two weeks after the stated payment date.
24. Students should not be subjected to unnecessary financial stress like this.
25. Financial pressures, and their impact on student drop-out rates, are particularly high during the first few weeks of study.
26. The interest on the student loans presents an ethical dilemma for many Muslim students who want to attend higher education.
27. The rate of current tuition fees coupled with the absence of interest free student finance is preventing thousands of students from accessing higher education every year and resulting in disenfranchisement.

**Conference Further Believes**

1. An NUS that believes in a Living Wage in wider society should develop proper proposals on a Living Income for Students.
2. So that all students benefit, proposals should ensure that help goes to those that need it most—where costs are higher, work is more scarce or where parents can’t help.
3. NUS should cause universities and colleges to make a commitment to working to reduce both direct and indirect costs that students face and expanding the number of opportunities to work within institutions.
4. As a movement, student discounts on core costs should be something we spend more time campaigning for and less time profiting from.
5. We should demand that detailed research on student income and expenditure for all our members is carried out, published and acted on by Government.
6. Needing to have a job to cover basic living costs whilst studying can be a cause of additional stress and mental health issues.
7. Maintenance grants and loans should be sufficient to cover basic living costs of all students.
8. Students are being negatively affected by means testing when their parents are unable to financially ‘top up’ or support students financially.
9. University students are considered to be independent adults however are still expected to be reliant on their parents’ income after moving out for University.
10. Many households have an income above £30k however can still struggle to financially support students who are living away from home during their time at University but still have a reduction in maintenance and bursary support.

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²[https://yougov.co.uk/news/2016/08/09/quarter-britains-students-are-afflicted-mental-hea/](https://yougov.co.uk/news/2016/08/09/quarter-britains-students-are-afflicted-mental-hea/)
³[https://www.gov.uk/age-of-criminal-responsibility](https://www.gov.uk/age-of-criminal-responsibility)
11. That the replacement of grants and bursaries with loans has caused additional pressure and financial difficulty for students.

12. That maintenance funding support should reflect the reality of students’ needs and should cover basic living essentials.

13. That estranged students become particularly vulnerable during the summer, and their finance packages are often insufficient to meet their living costs.

14. That final-year students experience a steep decline in maintenance funding while many costs (such as rent) do not end early, and current employment rates mean a significant number of students are unlikely to guarantee a salary will be able to compensate for the reduction in support.

15. All students should receive their student loan at least one week before their course start date.

16. All forms of student finance should be paid in advance of course start date.

17. Some of the measures that have been taken by students to avoid the current model to finance their studies can have an adverse impact on their health and studies.

18. The government has developed an alternative model which will be available to ALL students who wish to access it. It has identical costs and repayment terms to the current student finance model, however is administered through an interest free finance mechanism. Although the government initially planned to introduce this model by September 2016, they are yet to do so and refuse to provide information to students affected.

19. That it needs to be acknowledged that this issue is negatively affecting the socioeconomic mobility of Muslim students for generations to come. It is vital that our student guild lobby the department of education to work with priority for the launch of the alternative model.

**Conference resolves**

1. For NUS to actively campaign and lobby the government and Student Finance England to scrap means testing parents income for maintenance support.

2. To actively campaign and lobby the government for maintenance support over the summer period.

3. To reaffirm our commitment to lobby the government for a more realistic student maintenance funding system.

4. To lobby for Student Finance England and equivalent bodies to make the first student loan payment a minimum of a week before the course start date.

5. To lobby for Student Finance England and equivalent bodies to make termly payments in advance of each term’s start date.

6. To set a deadline for Student Finance England and equivalent bodies to implement these changes.

7. That NUS lobby the Department of Education to provide ethical Alternative Student Finance.
200 Education Zone

Motion FE101 | This Story is getting old... time for investment in FE/College our voices to be heard!

Conference Believes

1. Further Education has been consistently cut since 2010. FE providers are at breaking point, funding per student has not risen in 6 years and colleges are running on bare minimum levels.
2. The Government are undertaking an expansive programme of reform that will change the face of further education provision forever.
3. The Government are currently consulting on T-Levels, with the first T-levels expected to be rolled out in 2019. NUS sits on the T-Level stakeholder group and this is a clear opportunity to ensure the reforms reflect the needs of students.
4. The Government refuse to adequately invest in the reforms. The £500 million announced in the Spring Budget 2017 doesn’t come close to restoring what the Conservatives have cut from FE.
5. The disruptive marketisation of education, combined with the extensive cuts, means more and more colleges are looking to support their income by providing Higher Education courses. Currently, one in ten HE students are also in FE environments.
6. Apprenticeships at a Higher Degree level are becoming increasingly popular, meaning that the number of universities expected to deliver Degree Level apprenticeships is expected to rise.
7. Further Education students are habitually forgotten about in discussions about funding in education; specifically tuition fees, maintenance loans and grants.
8. With the regional rules and shutdown of the learning skills council surrounding SEND/LLD colleges, specialised colleges face closure, and more and more students are blocked from accessing vital education.
9. The Conservative government continues its push to marketise and commodify both Further and Higher Education. Nursing students have lost their bursaries, college students are struggling on the inadequate replacements for the Education Maintenance Allowance.
10. The Institute of Fiscal Studies reports that the FE sector has been proportionally the worst hit by budget cuts: In 1990-91, spending per student in FE was nearly 50% higher than spending per student in secondary schools, but in 2015-16 it was 10% lower. Spending on FE fell faster during the 1990s, grew more slowly in the 2000s, and has been the only major area of education spending to see cuts since 2010.
11. Driven by the commercial logic of the markets, FE institutions are shedding their least profitable courses, on top of government cuts. According to research by the Association of Colleges, 50% of schools and colleges have dropped courses in modern foreign languages as a result of funding pressures. Over 1/3 have dropped STEM (Science, Technology, Engineering, Maths) courses. 67% have reduced student support services or extra-curricular activities, with significant cuts to mental health support, skills training and careers advice. 77% are teaching students in larger class sizes and 50% have reduced the delivery hours of individual courses. 66% have moved from a 4 subject A-Level
offer as standard to a 3 subject offer. 72% do not believe the amount of funding they will receive next year will be sufficient to provide the support required by students that are educationally or economically disadvantaged. For example, from 2007 to 2016 college places fell in Scotland from over 379,000 to under 227,000; a decrease of more than 150,000. This has hit mature and part-time students hardest - you can’t access university without first having access to FE.

12. The government continues its flagship academisation programme, removing schools and colleges from Local Authority control and any democratic accountability.

Conference Further Believes
1. NUS is a confederation of Student Unions, 65% of which are at Further Education institutions.
2. NUS supports the National Society of Apprentices, whose leadership team represent 250,000 apprentices.
3. FTOs have a remit to represent all affiliate members, not just those well-developed, well-funded Universities.
4. Educational providers are becoming multi-functional, and the lines between Further and Higher Education are becoming increasingly blurred.
5. NUS needs to provide crucial development and support to FE Students’ Unions and the National Society of Apprentices to enable all learners to express their voice.
6. FE should be geared around the educational needs of individuals and the social needs of society, not the profit motives and ‘employability requirements’ of big business.
7. We need to ensure every student can afford to live decently during their studies - the fight for universal living grants is a fight for accessible, liberated education.
8. The mental health crisis has to be tackled - we cannot leave FE or HE students to struggle without support.
9. FE institutions should be under the democratic and accountable control of students and education workers - those who actually run and use them. Academies should be returned to public hands.

Conference Resolves
1. To mandate the VPFE to launch a priority campaign for investment in further education, working in ALL nations depending on each government’s rules.
2. The VPFE to dedicate a stream of this funding campaign to SEND/LLD Learners to fight closures and gain investment VITAL for these learners.
3. To campaign for a grant that is enough to live on for all FE students.
4. To campaign for apprentices to be paid the full living wage.
5. To fight against campus cuts and course closures, for more government funding for FE, and for all academies to be returned to local control and democratic accountability.
6. To work with trade unions like the NEU and UCU to achieve the above.
Motion HE101 | Tackling the Black Attainment Gap

Conference Believes

1. The black attainment gap is a long-established issue with a trend as far back as national data was gathered.\(^5\)
2. The attainment gap exists along with other inequalities, including disparities in access, continuation and employment outcomes.\(^6\)
3. Over a decade ago the attainment gap was established to predominantly lie with the institutions, and exists after other factors such as socioeconomic background, discipline and institution choices, and entry grades, were accounted for.\(^7\)
4. There is not parity within the sector on the courses and institutions attended by students of colour, or for black academics.\(^8\)
5. Black students are significantly more likely to become unemployed on graduation and less likely to experience the benefits of their degree\(^9\).
6. The attainment gap should be viewed, in part, as a symptom of multiple issues affecting the education sector, which disproportionately impact Black students.
7. These are issues that are exacerbated by the current regime of marketisation and post-2011 reforms within the education sector e.g. the scrapping of maintenance grants, the wedging apart of students from staff by the NSS, casualised employment of academics, the narrowing of opportunities for students to shape curricula, the growing management culture of institutions.
8. Thus tools like the TEF that are tools of that regime should not be used to try and achieve race equality we must be wary to not rehabilitate the TEF.
9. Issues of race inequality cannot be divorced from the other pressures affecting institutions and education on a national scale.
10. The attainment gap is not just an issue for Higher Education.

Conference Further Believes

1. Systemic inequality undermines the real value of our degrees, as well as the whole higher education sector. Race inequity cannot coexist with the internationally leading system we want.
2. The causes of the attainment gap are multiple and systemic within our institutions\(^10\), and require broad approaches from both government and each individual institution.
3. Educational race inequality is further compounded by employer bias, leading to poorer employment outcomes nationally\(^11\).
4. Current regulation of universities via the Teaching Excellence Framework does not require improving the attainment gap; while the issues are sector wide, approaches significantly vary by and within each university and other providers.

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\(^5\) www.hesa.ac.uk
\(^6\) www.ecu.ac.uk – Statistical Reports
\(^7\) DfES Research Report BM92, S Brooke, T Nicholls, 2007
\(^8\) www.ecu.ac.uk – Statistical Reports
\(^9\) www.ecu.ac.uk – Statistical Reports
\(^10\) Causes of differences in student outcomes, HEFCE 2015
\(^11\) https://www.ethnicity-facts-figures.service.gov.uk/ The Cabinet Office
5. The Teaching Excellence Framework has not been adequately analysed to understand whether it systematically suppresses race inequalities outcomes\(^\text{12}\).

6. Student-led initiatives to make improvements on the attainment gap and race inequity need to be sustainable over several years and adaptable for all member unions.

7. Specific challenges on attainment persist in specific disciplines and types of institution\(^\text{13}\).

8. The Equality Challenge Unit provides a Race Equality Charter which equips committed institutions with a framework to make change around race inequality, including improving the attainment gap\(^\text{14}\). The Equality Challenge Unit is currently undergoing significant changes to its governance and merging with other sector bodies.

9. The Higher Education Funding Council for England, due to wind down with the introduction of the Office for Students, has enabled projects to work on race inequity via the Addressing Barriers to Student Success funding\(^\text{15}\).

10. Projects around the attainment gap at Manchester and Birmingham have highlighted the importance of student-led campaigning in campaigning around it.

11. Whilst responsibility lies with institutions, there is a danger of the attainment gap becoming a narrow, top-down, bureaucracy-driven "numbers game" for institutions.

12. NUS should place proportional emphasis on supporting student-led campaigning as well institutional action against the gap.

**Conference Resolves**

1. Raise awareness of the black attainment gap institutionally and nationally, including discussing race inequalities throughout our education system.

2. Campaign for institutions to take responsibility for and lead on addressing the attainment gap.

3. Campaign for the government to intercede to ensure that the attainment gap and race inequality is a key issue for institutions as well as students.

4. Lobby for the entire sector’s attainment gap data to be released, to facilitate the discussion on how to address race inequity among the other factors.

5. Campaign for the government and/or relevant agencies to penalise institutions that do not close the attainment gap.

6. Equip students’ unions with models for institutional data gathering, good practice, and campaigning guides on the attainment gap and student experience.

7. Develop materials with the sector, led by black students and academics, relating to decolonising the curriculum across all disciplines.

8. Lobby for further investigation of race inequality in courses with supervision, e.g. nursing, practical arts, apprenticeships, or research.

9. Lobby for institutions to create interventions targeted at students who experience race inequity, including careers advice and scholarships.

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\(^{12}\) [http://wonkhe.com/blogs/analytic-ethnicity-in-the-td/]

\(^{13}\) Undergraduate retention and attainment across the disciplines, Professor Ruth Woodhead, HEA 2014

\(^{14}\) [https://www.euq.ac.uk/equality-charters/race-equality-charter/]

\(^{15}\) [http://www.hefce.ac.uk/sas/barriers/]
10. Lobby for institution-wide and cross-sector approaches to addressing differential outcomes around race, with NUS leading other sector agencies in this work.

11. Lobby for membership of the Race Equality Charter to be a baseline requirement for all higher education institutions.

12. Lobby for HEFCE work and funding on differential outcomes, specifically around race, to continue after HEFCE has wound down.

13. Where possible, work with other student and activist groups and organisations including the Black Students Campaign to raise awareness, campaign and lobby on racial disparities in Higher Education.

14. Ensure that calls for free education, the reintroduction of maintenance grants and democratising our education is central to our messaging around long-term solutions to the attainment gap.

15. To avoid the lure to use the TEF as a tactic in addressing the attainment gap.

16. To work with UCU on developing student-staff campaign strategies for addressing the attainment gap.

Motion HE102 | Students and Brexit

Conference Believes

1. On June 23rd 2016, a referendum that posed the question “Should the United Kingdom remain a member of the European Union or leave the European Union?” resulted in a 51.9% to 48.1% result in favour of leave.

2. NUS had campaigned to remain members of the European Union in the interests of our student members as mandated by National Conference.

3. 74% of all UK voters aged 24 or under voted to remain.

4. Leaving the EU creates uncertainty around the position of UK students studying in EU countries and vice versa and also threatens access to European research funding and could damage long standing academic collaborations.

5. As it stands, in leaving the EU, the UK risks losing access to the Erasmus + exchange scheme for students and apprentices.

6. It is likely that, after leaving, EU students in the UK will be regarded as international students and as such, without a deal or a special arrangement, will be charged international student fees.

7. Whilst current arrangements for students stand until 2017/18 and students who have been accepted under the current arrangements will have their contracts honoured for 2017/18 there is no certainty for students beyond these dates.

Conference Further Believes

1. EU students are not and should not be treated as bargaining chips throughout the Brexit process.

2. EU students who are already here or who will begin courses in the UK before the UK has formally left the EU need urgent clarity about their status, and this should not be contingent on what the EU offers UK citizens.

3. The UK will prove in the future to be a less attractive partner for future research and collaborations if any new immigration policy restricts and deters high quality academics from across Europe from moving to the UK.

4. Student mobility around Europe is integral to transformational experiences for students studying in Europe, for EU students and for UK students studying alongside EU students.

5. Since the referendum, the hard line taken by many senior politicians on immigration has seen increases in xenophobic and hate crime incidences, with an increase of 42% just before and after the referendum.¹⁷

6. The United Nations Committee on the Elimination of Racial Discrimination has made it clear that many prominent politicians were responsible for this increase in hate crime, xenophobia and intimidation directed at ethnic minority groups in the UK. ¹⁸

7. EU and international students should not be made to suffer because of the increasingly harmful and dangerous rhetoric around Brexit.

8. A hard border between Northern Ireland and the Republic of Ireland will be detrimental to the lives, experiences and educational opportunities for students across the two countries and must be avoided.

9. The government and the Higher Education Sector should be in a position to reassure EU staff currently working in universities and colleges in the UK that they have the right to remain and contribute to the UK’s future and ensure employment rights developed during the UK’s EU membership are maintained.

10. The government must ensure that any losses in income that universities and colleges will experience because of Brexit will be made up.

11. Tertiary education should be exempt from forming part of any future trade deals that are negotiated once the UK has left the EU.

Conference Resolves

1. To negotiate for special immigration status for EU and UK students and academics, to ensure that they remain able to move across the EU freely for work and study.

2. To campaign for the UK to remain a full member of the Erasmus+ scheme and to secure a commitment from MPs that the UK will be a member of any similar schemes in the future.

3. To campaign to remove international students from net migration targets.

4. To lobby stakeholders in the UK, including MPs and MEPs, to protect student mobility after Brexit.

5. To collaborate with activist groups and organisations across the UK to make the case for student mobility after Brexit.

6. To collaborate with allies across Europe, including the European Students’ Union and the Erasmus Students’ Network.

7. To support students unions to campaign locally and nationally to protect student mobility after Brexit.

8. Work with USI through NUS USI to ensure that students in Ireland and in the Republic of Ireland do not face any new restrictions when travelling, working and studying across the two countries.

9. To campaign for a second referendum on the deal negotiated on Brexit.

10. To campaign for continued membership of the single market and the right of EU nationals to live and study here.

**Motion HE103 | High course costs are destroying student mental health**

Conference believes

1. NUS currently supports and campaigns for free education for all students.
2. In 2014/15 145,330 students were accepted onto art and design courses in the UK.
3. NUS has conducted research into hidden costs in creative arts courses, but no further action or policy resulted from this.
4. Arts students are expected to shoulder higher (usually hidden) course costs than most non-arts students.
5. There is no current financial support available to all arts students to help cover these additional costs.
6. First year arts students can face significant printing and materials costs for assessments that ultimately do not even contribute to their final degree grade, but still put them out of pocket.
7. Most arts students have to undertake a foundation year in addition to their three years of undergraduate study, meaning their degrees are a year longer than most, resulting in more course costs than three-year degree students, and with no maintenance loan.
8. Arts students are discouraged from using cheaper materials in their final assessments, under the guise of professionalism in their work.
9. Arts students are also expected to purchase expensive equipment, including Apple laptops and Photoshop software, which is a cost that most non-arts students are not expected to incur.
10. Most arts institutions fail to provide a realistic estimate of the course costs that their students will pay throughout their degree.
11. Such high course costs put students’ quality of life at risk.
12. That there is an epidemic of creative students agreeing to work for no pay, in order to gain experience or exposure.
13. That most Drama Schools charge audition fees to prospective students.
14. That these fees do not guarantee you a space at the school, it is simply for the privilege to apply.
15. That many universities are now charging audition fees to students applying for performing arts courses.
16. That some, but not all, institutions have an audition fee waiver or bursaries for students from low-income backgrounds.
17. Most people come to Uni hoping to graduate
18. The moment of physically collecting a degree is a central part of the celebration and experience which surrounds education
19. There are only two providers of most graduation gowns in the UK
20. Graduating in front of a student’s parents/family/supporters can cost 100s of pounds to both the students and their guests

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19 https://www.ucas.com/ucas/subject-guide-list/creative-arts-and-design
21. Having paid so much to get a degree students shouldn't have to pay to collect it
22. Like all hidden course costs graduation costs are bad.
23. Graduation is a costly addition to what students already have to pay.
24. Whilst many unions, such as Sunderland and The Students’ Union at UWE have worked on decreasing ticket prices, costs of robes remain high.
25. Ede and Ravenscroft have a monopoly over many institutions’ graduation robes hiring.
26. Ede and Ravenscroft charge on average £45 to hire robes for graduation, which is necessary to wear at the ceremonies.
27. There is little individual institutions can do to affect this price
28. Students should not be priced out of celebrating achieving their degree.
29. Ede and Ravenscroft should provide robes at a more reasonable price, that reflect what newly graduated students can afford.

Conference further believes
1. Course costs for arts courses tend to increase as the student progresses, culminating in final assessments that can cost thousands, on top of the consistent cost of materials throughout the students’ degrees.
2. To create their final collections, some fashion students have been known to spend up to £5,000 of their own money on materials.
3. Some arts students feel anxious and demotivated by this level of spending on their education.
4. Art and design courses have a higher proportion of students with specific learning differences, thus disproportionately affecting them.\(^\text{20}\)
5. Rising course costs has a bearing on student mental health and has led to a rise in people accessing counselling before being expected to spend thousands while on the course to even complete their degree.\(^\text{21}\)
6. That audition fees are inherently classist, locking working class students out of even applying to institutions that have them.

Conference resolves to
1. NUS will support students’ unions in lobbying their institutions to carry out assessments on course structures to decrease extra costs.
2. NUS will support students’ unions to lobby their institutions to undertake a quality audit of their assessment practices, seeking to understand how they disproportionately affect students from low income backgrounds, as well as affecting BME and LGBT+ students.
3. NUS will support students’ unions in lobbying their institutions to give all students a realistic estimate of additional course costs before starting their course.

\(^\text{20}\)https://www.heacademy.ac.uk/system/files/ug_retention_and_attainment_in_art_and_design2.pdf
\(^\text{21}\)https://www.theguardian.com/education/2016/mar/13/tuition-fees-have-led-to-surge-in-students-seeking-counselling
4. NUS will support students’ unions in lobbying their institutions to give students personal finance training during their course, including how to document their course spending to submit with their final assessments.

5. NUS will support students’ unions in lobbying their institutions to make progress toward free assessments through new technology (such as use of tablets instead of printed portfolios).

6. NUS will support students’ unions in researching the correlation between hidden course costs and welfare and mental health.

7. For NUS to put in a Freedom of Information request to all HEIs to uncover which ones charge audition fees, and to publish this list.

8. For the Vice President Higher Education to produce a toolkit for Students’ Unions to lobby their institutions to abolish audition fees, and/or introduce fee waivers and bursaries.

9. To conduct research with unions into the average cost of graduation in the UK

10. To work to reduce this cost

11. To investigate a student owned social enterprise model for graduation gowns and photographs

12. NUS should lobby, and put pressure on Ede and Ravenscroft to lower the prices of their robes.

13. NUS should work with institutions to campaign on lower the costs of graduation.

**Motion FE102 | The Scourge of Day 42**

**Conference Believes**

1. Colleges that withdraw students before 42 days do not have them counted towards official retention, achievement and success rates.

2. Funding and inspection frameworks work within policies whereby colleges and individual tutors are incentivised to remove some students before they have been on courses for 42 days.

3. Colleges and individual tutors implement withdrawals before Day 42 in order to protect their achievement rates.

4. Many students are removed from college within this timeframe and are denied an education.

5. The 42 day rule may significantly and disproportionately disadvantage vulnerable students

6. Funding and inspection arrangements mean that vulnerable students are often not offered the opportunities they deserve to begin or continue courses of study.

**Conference Further Believes**

1. That all students deserve to be given a chance to succeed, especially vulnerable students such as care leavers and those experiencing mental health issues. Students who are deemed to be quite troublesome or the ones who need extra support should be provided with such support instead of being removed from their courses because that is the easier option.

2. That Colleges should not be systemically incentivised or put under pressure to cherry pick students for course acceptance or to remove students from courses that deserve an opportunity to grow and succeed.
Conference Resolves
1. That NUS undertake research into the impact of the 42 day rule on students, colleges and success rates.
2. That NUS work with SUs to provide support and lead campaigns to raise students’ awareness of their rights prior to Day 42.
3. That research confirm statements put forward in conference believes 1-6, that NUS support this motion and lobby the Department for Education, decision makers and Ofsted to remove the 42 day policy from funding models and inspection frameworks.
4. That NUS work with stakeholders to introduce funding and inspection frameworks that do not disadvantage students and are equality impact assessed.

Motion HE104 | Quality of Teaching
Conference believes
1. Students are paying an unprecedented amount in annual tuition to UK universities, with fees for most courses now set to rise to an eye-watering £9,250 per academic year for home students (and higher for international students).
2. People accessing higher education are increasingly being treated as consumers of a commercial product rather than students developing their skills and knowledge.
3. For many students quality of teaching is essential in determining whether or not they find their time at university engaging and worthwhile.
4. There are wide-ranging discrepancies in the quality of teaching “and in the rigour of processes for monitoring teaching quality” between different universities, and even between departments within the same university.
5. The UK Government’s Teaching Excellence Framework does not adequately consider the experience of students during their course.
6. Many university instructors at all levels are not adequately trained in teaching, and are poorly supported in developing their skills both as instructors and as personal supervisors to students.
7. Students commonly complain across the UK about lectures or seminars that are uninteresting or uninspired as a consequence of this lack of support for teaching staff in developing their skills.
8. Many students complain of lectures where content is itself robust and reflective of the expertise of instructors, but lectures themselves are delivered almost as though the instructor is reading off someone else’s script.
9. With e-resources and the rising digitisation of academic literature, as well as the rise in open access journal content, students increasingly find or believe themselves able to avoid poor quality teaching by doubling down on self-study.
10. There is a similar lack of support for training and development of academic staff as providers of one-to-one support for students; e.g., as personal supervisors or research supervisors.
Conference further believes
1. That education is valuable in its own right and not just as a commodity, and the sharing of knowledge for its own sake and for personal development is a moral good. However, in an age where students are paying up to £27,750 in tuition alone for the average degree, they should have a right “as students and consumers alike” to expect quality instruction at their institutions.
2. Lack of support structures and teaching skill development is ultimately harmful to staff, students and to institutional leaders, particularly at universities aspiring to improve their overall performance and student satisfaction rates.
3. The UK Government is increasingly focusing on promoting alternatives to traditional higher education, including accelerated degrees, whilst neglecting the problems within the current education system. It is difficult to imagine how quality provision will be ensured if universities cannot ensure it on existing traditional degree programmes.
4. Students who come from families with no prior experience of higher education are much more likely to struggle with unsupported self-study.

Conference resolves
1. To work with students’ unions and universities to develop more effective support mechanisms for postgraduate students engaged in teaching activity in particular.
2. To work with students’ unions and universities to produce resources and guidance on how to be an effective personal tutor.
3. To campaign for universities to allocate more funds to the recruitment, training and employment of teaching assistants to support the work of university lecturers in particular, and to investigate the international experience with using teaching assistants to enhance teaching quality.

Motion FE103 | There is progression data for most learners; why not us?
Conference Believes
1. The NSoA believes that the 3 million target for apprentice starts by 2020 is only an achievement if those apprenticeships are of high quality.
2. The NSoA believes there needs to be a method of tracking apprentice progress during and after the apprenticeship, in order to measure quality and success.
3. There needs to be data on what success and progression in apprenticeships is, to enable applicants to get an understanding of career prospects. This will also enable correct information, advice and guidance to be provided.

Conference Further Believes
1. This will be more attractive to more learners, meaning they can apply with a clearer understanding of all apprenticeships.
2. This enables more personal development and accessibility on and off the job.
Conference Resolves

1. NUS and NSoA to work with employers, training providers and the Institute for Apprenticeships to create a way of tracking and publishing progression data, in the hope of widening participation.

Motion HE105 | Postgraduate Tuition Fees and Funding

Conference believes

1. There are 551,595 postgraduate students in the UK.
2. Many universities currently operate bursary schemes for undergraduate students from low income backgrounds. These schemes are usually based on family income data from the UCAS process.
3. Some universities provide bursaries and grants for postgraduate students, either in the form of dedicated schemes or by allowing all students to be considered for the university’s existing bursary scheme. This is often the exception however, with many universities not providing any financial support for postgraduates from low income backgrounds, beyond some emergency hardship funds.
4. This frequently results in the situation whereby an undergraduate from a low income, or otherwise socio-economically disadvantaged background, receives financial support from their university but a postgraduate with the same background does not.
5. The Welsh Government recently announced funding for Welsh universities to provide bursaries and grants for postgraduates from Wales from low income backgrounds in 2018/19 and 2019/20.
6. The student loans company currently provides a separate ‘maintenance loans’ in addition to a ‘tuition fee loans’ for undergraduates.
7. Masters students receive a combined ‘Postgraduate Masters’ Loans with a fixed ceiling, which does not take into account the applicant’s potential tuition fees.
8. Consultation was undertaken by government around PG Doctoral loans in late 2016. Following this, there will be ‘Postgraduate Doctoral Loans’ of up to £25,000 available from August 2018. These loans are independent of household income.
9. Tuition fees for PG students have been increasing year on year. This is often done above the rate of inflation and almost always above the rate of increase in loan available to students.
10. There are no current plans by government to remove Postgraduate fees.

Conference further believes

1. Postgraduate study is a vital development opportunity for many students, whether to retrain in a new area of study or to specialize in their existing field of study. Postgraduate study is therefore a useful tool to aid widening participation and lifelong learning.
2. The government postgraduate loans offered to students by the respective governments of the UK don’t currently vary depending on family income, meaning a student from a low-income background gets no more support than any other student.

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23 https://www.gov.uk/funding-for-postgraduate-study)
3. Postgraduate student numbers are rising, and more jobs require postgraduate qualifications. While the current lack of financial support exists, we risk postgraduate study becoming increasingly slanted towards students from privileged backgrounds with prospective postgraduates from low-income backgrounds priced out.

4. The Office for Fair Access in 2015 noted that students from disadvantaged backgrounds were less likely to go onto study at postgraduate level than their more advantaged peers. This echoed 2015 NUS research that found of those not considering postgraduate study, 38.5% were not doing so because of affordability concerns. 7% more graduates who studied at private schools were found to be considering postgraduate study than graduates from state schools. This, the OFA concluded, was particularly worrying as postgraduate study is ‘becoming an essential stepping stone into many careers’.

5. Making postgraduate study more affordable for students from low-income backgrounds will enable more students from disadvantaged backgrounds to afford and enter postgraduate study and realise the life changing opportunities that it brings.

6. Students are taking on multiple jobs to cover their cost of living as the student loans available are not adequate. This places additional stress and time constraints on students who are already in high pressure situations due to their degree. Students have a right to adequate funding in order to live while they study.

7. NUS has a responsibility to represent PG students.

8. Some students are not able to get financial support from family members. Therefore course costs are a better measurement of the financial requirements of students than household income.

**Conference resolves**

1. For the NUS to lobby the UK Government and the Universities Minister to provide universities with funding to create substantial schemes of bursaries and grants for postgraduate students from low-income backgrounds.

2. For the NUS to write to each member of the House of Commons Education Select Committee about the importance of financial support for postgraduates from disadvantaged backgrounds.

3. For the NUS to create a toolkit and resources for Students’ Unions to support them to make the case to their university for the creation of substantial schemes of bursaries and grants for postgraduates from low-income backgrounds.

4. To lobby the Office For Students and Research Council for more funding for postgraduate researchers and for a substantially more equitable increase in funding in areas currently not receiving funding.

5. To lobby the relevant authority/government to stabilise and have a transparent baseline of tuition fees for postgraduate students.

6. To lobby universities to provide contributions from the surplus from tuition fees to put into postgraduate research and teaching opportunities.

7. Work with the international students’ section to lobby for more comparatively aligned tuition fees and funding options where possible.
8. NUS will lobby government to provide separate tuition and maintenance loans for postgraduate students, similar to the provision for undergraduate students.

9. NUS will lobby the government to impose caps on PG tuition fees across all universities.

10. NUS will provide SUs with advice on how to better understand PG issues and fight for issues such as increased contact hours, ensuring PG students receive better value for money.

11. To review the first year of the postgraduate loans system and see the impact that the loans have had on the lives of postgraduate students, specifically whether the £10,280 loan is enough for postgraduate students to live on;

12. To bring motion 11 of the 2016 Postgraduate Conference to the National Conference's attention and to follow through with the policy, including pushing for university fee regulation and looking at new avenues for postgraduates to gain funding.
Union Development Zone

Motion UD101 | Our Unions have, and always will be, Political

Conference Believes

1. Student unions have a long history of engaging in political campaigns and activity: from student-organised boycotts of South African apartheid, to the fight over vice chancellors’ pay, we are proud of our tradition of changing political landscapes and fighting for a better world.

2. In 1994, the Conservative government introduced the Education act. A piece of legislation that aimed to limit the scope and remit of Students Union’s.

3. Since then, we have had the Charities Act 2006 which has meant most Students Unions are required to register with the Charity Commission and have had legal restrictions placed on what they can do.

4. The increasing willingness for the Charities Commission and Government to encroach on the freedom of activity of Students Union’s is dangerous and attempts to clamp down on important work Students Unions have been doing.

5. In February this year, the Campaigns Officer at Arts Students’ Union had her staff card blocked, was banned from campus unless granted a special permission by security, and was placed under disciplinary investigation after taking part in an occupation against the university’s complicity in gentrification.

6. This is just one recent example of university management victimising student officers and activists. Previous examples include, among many others: students being pepper-sprayed by police during a free education protest at Warwick in 2014, police being called on protesters in Birmingham on the same year, 15 activists including the SU President and other officers being taken to court by UAL after an occupation in 2015, and students in Manchester facing a disciplinary after a 2017 Israeli Anti-Apartheid Week banner drop.

7. Other forms of victimisation of SUs by universities include threats of funding cuts if officers refuse to drop support for a campaign.

Conference Further Believes

1. The commission has gone as far as questioning the existence and structures of political societies on campuses - such as Labour, Greens, Liberal Democrat Societies etc.

2. We have seen unions decide to abolish liberation groups representing women, Black students, LGBT members, mature and disabled students when faced with pressure from the regulatory bodies and their hardline interpretation of legislation.

3. The ability of Union’s to take political action and run political campaigns is both consistent with our history and a requirement for our future.

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4. We will only and can only change the Further and Higher education landscape through, collective and powerful, political action and negotiation. This must be done with our Students Unions at the very forefront.

5. The protection of political activity and campaigning of Students Union’s is pivotal to the future of the Student movement more broadly.

6. Repression of activists by university management is an attack on free speech and freedom of expression.

7. It is also an attack on Students’ Unions and their ability to do their job, and NUS has a responsibility to defend its constituent members.

Conference Resolves
1. For the Union Development Zone to better support student unions in response to the Charity Commission’s clamp down on political activity and campaigns by running specific support sessions at its training conferences.

2. To resist attacks on our Union’s political rights and freedoms, including the disarming of our collective organisations through anti-union laws.

3. To work with and support UCU, TUC and other trade unions that have also been subject to legislation limiting their ability to organise.

4. To campaign against the repression of students and their unions’ political activity.

5. Whenever a story emerges about a university victimising student activists, NUS should get in touch with the SU and the activists in question and offer support: anything from releasing a statement condemning management’s actions to calling a solidarity protest.

6. To build links with organisations such as the Green and Black Cross to support activists facing victimisation as well as produce general Know Your Rights toolkits for students involved in political campaigns and direct action.

Motion UD102 | A new strategy for engaging disability specialist students’ union

Conference Believes
1. The NUS is increasing its members, relationships and interaction with disability specialist institutions and Students’ Union’s from across the country.

2. We are seeing educational institutions under strain from increasing pressure on resources for disabled students. With an increase of demand on services, the Government has been inadequate in ensuring the required funding reaches the necessary institutions.
3. The United Nations has criticized the UK’s ‘failure to uphold the disabled people’s rights across a range of areas’ including education.26
4. NUS is the self-professed national voice of students with around 600 affiliated students' unions
5. NUS members include higher education institutions, further education institutions and apprenticeship providers.
6. Within our members are specialist institutions including Derwen College, a specialist residential FE college for learners with learning difficulties and disabilities
7. NUS liberation campaigns are at the heart of our work, fighting for liberation from oppression
8. NUS this year has continued to develop the training programme -FE leaders - developed specifically for learners with learning difficulties and disabilities and has continued to address inclusive practice

Conference Further Believes
1. We need to ensure all of our resources and support mechanisms are fit for purpose and accessible by disabled students and specialist institutions and students’ unions.
2. We must ensure our conferences; training programs and events are accessible by all of our members.
3. To accomplish this, we must think holistically about a new strategy surrounding our engagement with disability specialist Students Union’s.
4. Learners with learning difficulties and disabilities are entitled to a voice within our structures and to have their views listened to and their voice heard
5. NUS prides itself on access awareness, but, despite some raised awareness, continues to fall short for learners with learning difficulties and disabilities. Our campaigns and conferences remain largely inaccessible to this group
6. NUS has a continuing duty to ensure that all members are able to understand processes, to make an informed decision and choice. However, if learners with learning difficulties and disabilities cannot understand or interpret the information provided by NUS, then this is a barrier to participation
7. Learners with learning difficulties and disabilities are very limited in their choices for further education and it it essential that their rights are promoted, defended and extended
8. Whilst much valuable work has been ongoing within NUS on addressing accessibility issues for this group of learners a more dedicated and far more consistent programme of training and a considerable organisation wide cultural shift continues to be required

Conference Resolves
1. To work with the Disabled Students campaign to create a new strategy of how we better engage disabled students and specialist Students Union’s.
2. To make available specific resources to ensure our conferences, training programs and events can be accessed by all of our member Students Union’s.

3. To work with the disabled students campaign, local students’ unions and any other parties to campaign on better local services and funding made available to students with visible and not visible disabilities.

4. To continue to further develop, maintain and deliver the FE Leaders programme developed specifically for learners with learning difficulties and disabilities.

5. A further call for the VPFE and VPUD to work together with the Disabled Students’ Officer to review NUS information, seeks and undertake relevant training and produce accessible versions.

6. A continued call to the Disabled Students’ Officer to work with the VPFE and VPUD to support Derwen Students’ Union and other affiliated specialist providers to further understand the needs of specialist colleges and to ensure that training is relevant to need.

Motion UD128 | We Want Welsh

Conference believes
1. NUS currently run campaigns that student unions are expected or invited to involve themselves in.
2. Currently any materials given to student unions by NUS is only supplied in English.
3. Any SU’s that are bilingual are being overlooked by NUS when they only chose to supply resources in English.
4. SUs with bilingual policies often can’t get involved in campaigns run by NUS without translated material which is often hard to achieve when art work has been designed by NUS.

Conference resolves
1. To provide Bilingual resources to any SU requiring this.
2. National campaigns art work to be sent to student unions if bilingual resources are unavailable to allow them to get involved and make their own resources with similar themes.
3. NUS to consider all its membership, not just those who speak English.

Motion UD103 | Media Response Unit

Conference believes
1. It has become increasingly clear that the mainstream press are often very hostile towards student activists from our member unions, including sabbatical officers.
2. This includes smear campaigns being run in articles online and in the printed press, and by journalists on social media.
3. Negative press can have a detrimental impact on the physical and mental wellbeing of members compromising their health.
4. False media stories and narratives from mainstream media on student-led activism can result in abuse, both physically and online, which is a serious safety concern for our members.
5. The purpose of these smears is to serve as a silencing mechanism, especially for those pursuing progressive/left-wing activism.
6. These attacks are often highly racialised and gendered.
Conference further believes
1. As an umbrella body for unions across the UK, it is paramount to show solidarity and support to member unions and students who face difficulties from the press who push false stories and narratives of student activism.
2. The NUS should provide resources that support member unions and student to navigate through negative press.

Conference resolves
1. Launch an Activist Media Training programme for student activists, organisers and officers.
2. Establish a Helpline for Student Unions and student groups to provide legal expertise for student organisers facing potentially defamatory, slanderous or otherwise hostile stories in the media.
3. Establish a ‘Know your Rights’ legal briefing toolkit.
4. Create a tour of Student Union and regions highlighting the impact of negative press and how to deal with it, as well as to empower Student Union and students to continue with their activism in potential adverse environments that are created as a result

Motion UD104 | ‘Welfare and Inclusivity’ positions on SU Sports Team Committees
Conference believes
1. BAME Students are less likely to be involved in sport than students who are White British.27
2. Disabled people are twice as likely to be physically inactive than people who are not disabled.
3. Nearly half of LGBT+ students do not participate in sport and perceive the culture as alienating and unwelcoming28
4. There are 10% fewer women students engaging in Sport.29
5. Sports club culture has been linked to ‘lad culture’, which enables misogyny and sexism.30
6. This lad culture can spill over into verbal and physical sexual harassment in sports social settings.31
7. The United Nations High Commissioner for Human Rights has previously urged U.K. authorities, media and Studies show that participation in sport improves mental health and wellbeing. Positive academic achievement has been linked with sports participation.
9. There is a strong link between sports participation and employability.
10. Positive effects of sports participation help to increase retention at institutions.

Conference further believes
1. Sport at institutions is an integral part of the student experience, with 71% reporting better physical health and 48% reporting better mental health as a result of sport involvement,32
2. All students, regardless of disability, sexuality, race, religion or gender should be able to access sports without fear of discrimination.

3. There is a clear link between highly priced sports memberships, and low membership numbers. The idea of ‘free sports’ and subsidising club memberships is becoming more common in institutions, but more needs to be done.

4. Racism, inappropriate staffing provision and cultural expectations create barriers into sports participation for BME students. As a result, a high proportion of BME students are less likely to take part in sports than their white British counterparts.

5. Lack of accessibility provision creates barriers into sports participation for disabled students.

6. ‘Lad culture’ in sports clubs inhibits participation through ableism, misogyny, racism, transphobia and homophobia.
   a. 46% of LGBT+ students don’t participate in sport and find the culture around sport alienating and unwelcoming, 38% of LGBT+ students who play sport are not out to their coaches or teammates and 14.3% of LGBT+ students in sport have experienced discrimination based on their gender or sexuality.
   b. A significant less number of women take part in sports due to underrepresentation. Students of faith who require gender-specific classes or activities are also affected by barriers into sport participation.

Conference resolves
1. To encourage SUs to make a ‘Welfare and Inclusivity Officer’ on sports teams a compulsory committee position

2. To support SUs in training these students to be actively breaking down barriers to participation in Sport and to be a visible point of contact for students to report and disclose discrimination or harassment

3. To continue to tackle the prevalence of lad culture and sexual harassment and assault in sports settings on campuses to ensure open and safe environments for everyone

4. To liaise with BUCS and to implement a programme with them to further welfare and inclusivity in sport.

5. The Vice President Union Development to continue the great work on breaking down the financial barriers to sport and continue to support Students Unions in gaining sports bursaries or scholarships to close the financial gap in sports participation.

6. That NUS Full Time Officers collaborate with NUS Disabled Students’ Officer, BME Officer, LGBT+ Officers, Trans Student Officer and Women’s Officer on developing provisions and good practice for students’ unions to take to their campuses, advising them on what steps to take to dismantle barriers for access in their sports participation.

7. The National Union of Students’ will circulate best practice on inclusion on students of faith in sports participation.

8. The National Union of Students’ will circulate resources on the This Girl Can Campaign.
9. The National Union of Students’ will run inclusivity training for Sports or Activities Officers at students’ unions, sharing best practices on taking down barriers into sports participation for liberation groups, and dismantling ‘lad culture’.

**Motion UD105 | National Postgraduate Representation**

**Conference believes**
1. A quarter of all students in the UK higher education system are undergoing postgraduate degrees
2. Increasingly difficult graduate employment markets and implementation of a postgraduate loan system has led to an influx of postgraduates - one that universities are simply not equipped to deal with.
3. Unions have realised the difficulties in engaging and providing for this demographic and responding to their needs which are intrinsically very different to undergraduates.
4. The landscape of higher education in the UK is changing dramatically and postgraduates are at risk of being left behind.

**Conference further believes**
1. Many unions have been successfully integrating Full Time Postgraduate Officers to their structures.
2. That these Postgraduate Officers lack adequate support that other Officers get in the form of training events like Lead in Change, relevant campaigns and full time officers to fight for their voice
3. There exists an informal network of Postgraduate Officers who organise conferences and networking opportunities for themselves – but little support exists from NUS.
4. NUS removed the postgraduate committee that supports the two postgraduate reps on NEC. This has decreased activity in the Section and has meant that the NEC reps are unsupported in representing over 500,000 students.

**Conference resolves**
1. That NUS undergo a review into its postgraduate provision and representation
2. This review will include looking into the governance and funding of the Postgraduate Section, establishing training opportunities for Postgraduate Officers and exploring the possibility of a full time NUS Postgraduate Officer - in line with the grass-roots movement in unions across the county.
3. This review person will establish who in NUS is responsible for national representation of postgraduates.
4. This review will be in consultation with Postgraduate Officers and Unions across the country to make sure it is fully representative.
Motion UD106 | Protecting Students in Nightclubs and Bars

Conference Believes
1. NUS and affiliated Student Unions must be proactive, rather than reactive, when it comes to students’ safety.
2. Students should be safe at university. NUS statistics from 2010 suggest that 1 in 4 students will be sexually harassed during their time at university.
3. Chronic underreporting makes identifying the true extent of sexual violence on campus difficult to determine, but evidence suggests that at least 1 in 7 students will experience serious sexual violence.
4. Within student union bars and clubs, most cases of sexual harassment or assault go undetected and unreported.

Conference Resolves
1. Adequate training must be given to all bar staff within student unions, so that appropriate procedures can be followed when cases of harassment arise.
2. These policies should be accessible and visible within union buildings, allowing students to report incidents.
3. Furthermore, student unions should work with popular student bars and nightclubs to ensure that they follow a zero-tolerance approach to sexual harassment.

Motion UD107 | Hello, is it Nightline you’re looking for?

Conference believes
1. University Nightlines are incredibly important services giving students a confidential outlet in which they can discuss issues they may be having.33
2. Nightline is distinct as a welfare service due to its peer-to-peer nature.
3. Universities can be a barrier for the establishment of a Nightline service with regards to funding, infrastructure and welfare.
4. The Nightline Association currently does not provide Students’ Unions with adequate support to lobby their Universities to fund Nightline services34.
5. University Nightlines create opportunities for students to improve their listening skills, increase their confidence and give them an insight into student welfare35.

Conference further believes
1. Considering the value of Nightlines, Students’ Unions should be fully supported when trying to establish them.
2. The NUS, as an institution which already actively supports Students’ Unions in lobbying their Universities on other matters are best suited to providing support to Students’ Unions in this context.

33 https://www.nightline.ac.uk/about-nightlines/
34 https://www.nightline.ac.uk/universities-student-unions/
35 https://www.nightline.ac.uk/2014/08/facts-statistics-summary/
Conference resolves to
1. NUS should work in collaboration with the Nightline association to build accessible resource packs for Students’ Unions to be able to effectively lobby their Universities to establish these key out-of-hours services.

Motion UD108 | Unions should pay the real living wage, as defined by the Living Wage Foundation

Conference believes
1. The work done by Union employees, both student staff and permanent staff, is extremely valuable.
2. The living wage, as dictated by current government regulation, is insufficient.
3. Providing a more suitable hourly rate to Union employees will reward them for their hard work, and in turn improve their quality of life.

Conference further believes
1. Unions should be offered support to plan a transition to providing a real living wage to all their employees.
2. The real living wage, as of the 12th January 2018, is a national rate of £8.75 and £10.20 within London.
3. The process of providing a real living wage should take into account the need for gradual change in union finances.

Conference Resolves
1. To encourage the payment of a real living wage for all affiliated union’s employees.
2. To provide planning support for this change.

Motion UD109 | Asset learner forum

Conference believes
1. The National Society of Apprentices launched in 2014 and is continuing to deliver more events and engage with apprentices
2. There are now over 150 training providers and colleges that are signed up to the NSOA
3. NOSA has a fully functioning leadership team that is leading the work of the society and ensuring that apprentice’s experiences are improved in the work place, within providers and on campuses.
4. At NUS National Conferences 2015 and 2016 motions were passed with the intention to enshrine the NSOA into NUS constitution and rules
5. NUS conference 2017 passed governance principles that included the provision to ensure that NSOA was included within the NUS constitution and rules.
6. NUS Conference 2017(Motion 606) also agrees that the NSOA reforms would be included in the wider NUS governance reforms.
7. The NSoA was set up in 2014 to be the representative voice of apprentices in the UK
8. NUS UK should work together with the NSoA on common issues that reflect the needs of apprentices

Conference further believes

1. It is clear that the current NUS governance reforms proposals have not gained enough political agreements
2. NUS reforms have not been brought to this conference
3. As the NSOA reforms were being looked at as part of the governance reforms which will now not be passed, once again the NSOA and apprentices are without recognition and constitutional rights
4. Practically this means that once again apprentices from the NSOA are not able to be involved in NUS democracy or structures. This means they are not able to vote, stand in elections or shape our policy making process
5. This is not good enough. NUS need to act now and ensure that NSOA have a genuine and fair voice around the table.
6. By working together, NUS and NSOA can provide better representation for apprentices.

Conference resolves to

1. NUS and the NSOA should urgently create an apprentice task and finish group to create and publish proposal to enshrine NSOA into the NUS constitution.
2. This group should be made up of representatives from the NSOA, NUS President, NUS Vice President Union Development and Vice President Further Education.
3. This group should be joint chaired by NUS and NSOA
4. This group should produce an options paper and rule change motion which can be submitted to next annual conference
5. The group should bring forward proposal to the October 2018 meeting of the NUS NEC and NSOA leadership meeting
6. To mandate the NUS NEC to submit a rule change motion which enshrines the NSOA in the NUS constitution by December 2018
7. To explore with DPC and the CRO what transitional arrangements can be made to ensure that apprentices and the NSOA are able to access NUS structures during this period of time
8. NUS UK should support and work with the NSoA on the four main priorities set out by the NSoA leadership team:
   a. Apprenticeship Pay
   b. Quality Apprenticeships
   c. Cost of Living
   d. Transport
Motion UD110 | Updating the Education Act

Conference believes

1. That the 1994 Education Act made it mandatory for Higher Education institutions (HEIs) in England, Scotland, and Wales to have an autonomous Students’ Union.

Conference further believes

1. That the legal requirement for an institution to have Students’ Union should be extended to Further Education providers and colleges as well.
2. That apprentices should have mandatory protections for learner voice under the act.

Conference resolves

1. To mandate the Vice President Union Development to lobby the UK Government around improving and expanding Students’ Unions legal protections in the Education Act.
2. This will include lobbying to add a learner voice framework requirement for apprenticeship training providers.
3. This will include lobbying for it to be mandatory for Further Education providers and colleges to have an autonomous Students’ Union.
4. The Vice President Union Development will consult with NUS-USI, as Northern Ireland is not covered by the Education Act, to lobby for these requirements for student voice and representation to be in place in Northern Ireland as well.

Motion UD111 | Defending Freedom of Speech

Conference believes

1. The National Union of Students has a No Platform policy which was introduced in 1974 and is voted on every year. 36
2. As part of the Counter Terrorism and Security Act 2015, under the Prevent Duty, the government made it mandatory for all public bodies - including schools, colleges, and universities - to have due regard for the need to be drawn into terrorism. Under government guidance, education institutions are trained to monitor the behaviour of their members, encouraging staff to raise concern over their members lives inside or outside of the institution. 37
3. On October 19th 2017, Jo Johnson called on the Office for Students (OfS) to champion free speech in universities, with the aim of ensuring that “students are exposed to a wide range of issues and ideas in a safe environment without fear of censorship”. 38
4. Following this, Jo Johnson announced that the Office for Students would take a more aggressive role in securing freedom of speech in universities, including fining institutions for failing to uphold it.

36 https://nusdigital.s3-eu-west-1.amazonaws.com/document/documents/11475/NUS_No_Platform_Policy_information.pdf?AWSAccessKeyId=AKIAJKEA56ZVWKFH6HPPQA&Expires=1517788099&Signature=wi7zvYj186MKksdAI59EG8h0H6
5. An outrage about ‘Free Speech’ in universities has been manufactured in recent years by the government and press.

6. This often relies on crude, false confections between diverse direct-action tactics and campaigns with ‘No Platforming’ or ‘Safe Spaces’, accusing student campaigning as the greatest threat to free speech in universities.

7. It is unclear exactly what this new ‘duty’ would add in practice, but in context it’s likely that student direct action will be targeted.

8. Alongside this, the OfS will be enforcing the Prevent duty, to ensure that universities comply with the racist and repressive PREVENT agenda.

### Conference further believes

1. The OfS’s inclusion on ‘freedom of speech’ is geared towards inhibiting Students’ Unions to create ‘no platform’ policies; this clashes with NUS’s policy on no platforming, and the safety of our liberation group students. It is well within our democratic rights to no platform those who incite hate speech.

2. The OfS’s stance on ‘freedom of speech’ is flawed and inconsistent with the Prevent strategy: they cannot both champion freedom of speech, and yet persist with the Prevent Duty, which creates a chilling effect on campuses, in which a number of students feel targeted and unable to speak freely and engage in democratic and normal debate, without being reported to Prevent authorities.  

3. It is unethical to monitor the activity of students - by monitoring prayer rooms, or emails, or by censuring normal student events. This leads to the censuring of students’ rights to freedom of expression.

4. The OfS’s stance on ‘freedom of speech’ is flawed and inconsistent with the Prevent strategy.

5. The University of Exeter and UCLAN intervened to cancel student-run events that were intended to raise awareness about Palestinian human rights because of links to Prevent.

6. Muslims are fifty times more likely to be referred to Prevent than a non-Muslim. This is not conducive to an equal society, in which Islamophobia is increasing and Muslim communities are targeted.

7. Links to Prevent also led The University of Westminster to install CCTVs inside their prayer rooms without consultation. This made women using the room feel uncomfortable with taking their headscarves off in a safe space.

8. Free Speech is one of a number of rights to hold power to account and is inseparable from the right to organise and the right to protest. Therefore it must be defended and exercised ‘from below’.

9. Cases invoked by the government/press as threatening free speech on campuses include ‘Decolonise’ campaigns, pro-Palestine protesting, trigger warnings and antiracist/antifascist campaigning.

10. There is indeed an attack on Free Speech in universities - it comes from the state cracking down on student political organising, and the likes of PREVENT.

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42 http://www.spiked-online.com/newsite/article/preventing-free-thought-on-campus/180624_Wnc462LhJU
11. Student events have come under heavy restrictions and censorship under the Prevent duty. This includes demands for security, monitoring or vetting guests.

12. Direct action has a proud tradition in the student movement that we must defend. Universities should not be made to police students’ action, nor should SUs ever be complicit in doing so.

**Conference resolves to**

1. To mandate the Vice President Union Development to support Students Unions to develop a ‘Know Your Rights’ toolkit, with legal briefings on student rights and freedoms as enshrined in legislation, including our rights of freedom of expression and freedom of speech

2. To continue the campaign against the Prevent duty, which curtails all our rights and freedoms

3. To work with other unions, including UCU, to lobby the government to review and repeal the Prevent duty.

4. Lobby for an end to the OfS’ ‘Free Speech’ duty, as government bodies cannot be trusted to defend Free Speech.

5. Campaign against any future laws or policies that stifle or criminalise direct and disruptive action.

6. Continue to campaign for the abolition of PREVENT and the Prevent duty.

7. Campaign for an end to extra restrictions and bureaucracy being applied to events and student activities under the Prevent duty.
Conference Believes

1. There is a crisis in student mental health.
2. Universities and Colleges are failing a generation of students by failing to prioritise mental health.
3. Government cuts to NHS budgets has led to mental health services being scaled back or withdrawn across the UK.\(^\text{43}\)
4. Since 2007 there has been a fivefold increase in the proportion of students who disclose a mental health condition to their university and services on campus are not keeping pace with demand.\(^\text{44}\)
5. 94% of Universities report an increase in demand for counselling services, while 61 per cent report an increase of over 25%. In some universities, up to 1 in 4 students are using, or waiting to use, counselling services.\(^\text{45}\)
6. The lack of adequately funded, culturally competent, and easily available mental health services on campus or through the NHS is has serious consequences. A record number of students died by suicide in recent years: between 2007 and 2015, student suicides increased by 79%. In 2014/15, a record number of students (1,180) who experienced mental health problems dropped-out of university, an increase of 210% compared to 2009/10.\(^\text{46}\)
7. 85% of FE colleges reported an increase in students with disclosed mental health issues since 2014, with 54% reporting the increase as ‘significant’.\(^\text{47}\)
8. 23% of FE colleges have no mental health support workers whatsoever, and 60% only have part-time provision for their students.\(^\text{48}\)
9. Research conducted by the AoC (Association of Colleges) in 2017 found that 100% of colleges reported having students diagnosed with depression. 99% reported having students diagnosed with severe anxiety, 97% with bipolar disorder and 90% with psychosis.\(^\text{49}\)
10. We reject any assertions that improving student mental health is simply a case of building ‘resilience’ amongst the student population.
11. Universities all around the country are posting record surpluses and engaging in huge Capital Investment Projects, the money is available to fund our Mental Health Support Services.
12. Tackling the Student Mental Health crisis is a priority for hundreds of sabbs around the country every year- we must do more to share knowledge and network the movement on tactics and experiment with new methods of big organising.
13. Levels of mental illness, mental distress and low wellbeing among in the UK are increasing and are high relative to other sections of the population.

\(^\text{45}\) ibid
\(^\text{46}\) ibid
\(^\text{47}\) https://www.aoc.co.uk/sites/default/files/AoC%20survey%20on%20students%20with%20mental%20health%20conditions%20in%20FE%20-%20summary%20report%20January%202017.pdf
\(^\text{48}\) ibid
\(^\text{49}\) AoC, Survey on students with mental health conditions, 2017
14. Research launched by the IPPR in 2017 found that almost five times the number of UK-domiciled first-year Uni students disclosed a mental health condition than ten years previously.
15. Female students are more likely than male students to disclose a mental health condition.
16. A record number of students died by suicide in 2015.
17. Universities UK launched a framework for universities which calls on all UK Universities to develop a Student Mental Health Strategy, Policy and Action Plan but only 20% of Universities have such a plan and almost no FE Colleges have one.
18. Many people do not feel comfortable publically discussing their mental health issues.
19. Students have reported that they will generally speak to friends about their mental health before approaching professional services.
20. The Student Money Survey 2017 reported that the average maintenance loan leaves students as much as £221 short, with 50% of students reporting that their finances have caused their mental health to suffer. The same survey suggests that 12% of students are reliant on credit card balances to get by, with 2% using payday loans.
21. NUS’s work following the 2017 motion ‘Mental Health First Aid’ is improving the number of Mental Health First Aiders on our campuses, but these are still in the minority.
22. Vice Chancellors and Principals must have been living under a rock not to have noticed the mental health epidemic sweeping UK campuses, yet large numbers appear to be dragging their feet on creating any strategies with tangible and effective outcomes that they can be held to account over.
23. All Colleges and Universities should indicate that they are thinking strategically about prevention and treatment of student mental health and allocating the right resources to tackle the issue.
24. Students with mental health issues who are unable to work often find themselves in financial difficulty, which can lead to increased stress which can potentially worsen their mental health. This is not covered in the already existing provisions for students with mental health issues provided by Disabled Students’ Allowance, therefore there is no extra financial support for students that find themselves in this situation.
25. That Students' Union officers who are supporting students dealing with this loss, or who have known the student who committed suicide, can find this difficult to cope with.
26. That mechanisms should be in place to support officers to support students.
27. That student suicide on campus is a huge, mostly hidden, issue.
28. Campaigns for mental health awareness have significantly changed the conversation about mental health in the past ten years;
29. These campaigns and other factors such as increased pressure at university and increasing financial stress have resulted in an increase in students seeking help for mental health issues;
30. Student-led organisations in Students' Unions, colleges, welfare teams, and charities such as Nightline have had to bear the brunt of mental health support;
31. This often comes at the cost of the volunteers' mental health;
32. Training provided to these students is currently limited to active listening techniques and mental health first aid;
33. Those suffering from long term conditions need professional help from accredited counsellors and therapists;
34. These professionals are overbooked and understaffed, with an underfunded NHS that provides mental health support proportional to the population of the area, and not the demographics;
35. 29% of students are estimated to face some form of psychological distress whilst at university (Benwick et al. 2008)
36. Universities and colleges do not have a universal standard of mental health care;
37. Excessive administration involved in setting up appointments by phone and email actively worsens mental health conditions.

**Conference Further Believes**
1. There are numerous causal factors that impact on student mental health, including but not limited to: poor quality and overpriced accommodation, lack of diversity in student halls, lack of appropriate provision for trans students in halls, isolation experienced by international students, students of faith, loneliness, students that live at home and student parents and carers, and specific challenges of oppression faced by Black students, Disabled students, Women students and LGBT+ students.
2. Anyone who resides in the UK can only be registered at one GP surgery at a time;
3. If students register with a GP whilst at University, they are then unable to access the care they need when they return home, often with difficulties registering as a temporary resident;
4. Home GPs often are not familiar with the mental stress of University and College;
5. Switching GPs is difficult when taking time off school,
6. Students can be discouraged from returning to university at the prospect of having to go through the registration process again.

**Conference Resolves**
1. NUS must to equip Unions with the skills and resources to enable them to carry out their own grassroots campaigns to increase mental health funding on their campuses.
2. The VP Welfare will arrange a grassroots campaign and badged roadshow across the UK to deliver mental health and campaigns training.
3. NUS Welfare Zone Committee will help contact student officers who have an interest in mental health and signpost them to the available resources and training.
4. The VP Welfare will ensure there will be a strong focus on mental health in all NUS sabb and student officer training and specifically in Lead and Change summer training and FEStival, and work with the Nations to deliver equivalent regional training events. This training will address cultural sensitivities include specific information on the experiences of different liberation groups and students from different backgrounds.
5. Training will feature discussion of the real issues affecting student mental health, looking at all the contributing factors to poor mental health including the university and college systems themselves.
6. The VP Welfare will work with the VP Society and Citizenship to ensure that the Society and Citizenship's campaigning and activist training through the activist academy can be adapted for specifically campaigning on mental health funding, awareness and provisions. This includes theories of change, effective campaigns, measuring impact in campaigns, as well as practical aspects of campaigning.

7. NUS will provide a set of research tools for SUs to use to study their own student populations to collect relevant data which can be used as part of their lobbying activities.

8. NUS will create a guide for SUs to lobby their institutions effectively for enhanced block grant with funds ringfenced for mental health and for SU advice centres, specific to HE and FE.

9. NUS will create and provide resources for SUs to lobby their institution to ensure they implement a fully funded and thorough university or college mental health strategy, with significant input from students.

10. NUS will provide guidance and resources to FE to support them in ensuring that there is a trained Mental Health lead in every college. This guidance will also include ensuring that college tutors and staff who have regular contact with students are trained in Mental Health First Aid and that all college staff are trained in mental health awareness.

11. NUS will support FE unions in ensuring that their colleges build stronger links with local mental health services and should prioritise a smooth transition from CAMHS to AHMS to certify that no student is lost in this transition.

12. NUS will support and provide guidance for SU’s in ensuring their and their institutions’ mental health and support services are culturally competent.

13. NUS will lobby at a national level for increased NHS funding, and ringfenced mental health funding from within the NHS.

14. VP Welfare will work with officers to ensure that mental health funding is at the forefront of discussions with the Office for Students, BIS, AoC and UUK.

15. NUS will work with partners including UUK and Student Minds to support students’ unions role in the UUK #StepChange strategy for a whole institution approach to student mental health.

16. VP Welfare to continue to roll out Mental Health First Aid Training through the Learning Academy, and make this more sustainable by delivering it through internal means.

17. NUS to work with external representative organisations to further understand the needs of students from minority and oppressed backgrounds and the additional factors that may affect their mental health. NUS will work together with them to ensure NUS’ campaigning is inclusive of these issues and to campaign for culturally competent campus mental health services.

18. NUS will introduce a minimum standards for mental health provision to be included in the NUS Quality SUs framework.

19. NUS will work with representative student organisations that represent marginalised and minority groups in helping them to continue to break down the stigma around mental health in their communities.

20. To lobby for all Institutions to implement the recommendations in the UUK Step Change framework in discussion with students’ unions.
21. To call on the Office for Students to ensure that effective policies on Student Mental Health and Wellbeing are included within the baseline requirements for providers. Indicative behaviours relating to this should include assessments of the student body’s mental health; publication of strategies, action plans and policies; indicators of performance.

22. To call on OfS to research campus counselling service waiting times and postgraduate depression.

23. To argue that Mental Health questions should be included in the National Student Survey and the results included in the Teaching Excellence and Outcomes Framework.

24. To argue that strategies and performance data on Mental Health should be approved and monitored by University Governing Bodies who should work in this area as a strategic priority.

25. To develop a toolkit for SU Officers to help them lobby for well-resourced strategies in their Institutions.

26. NUS shall work with SUs to run a peer support campaign, empowering students to stay aware of each other’s mental health and provide signposting and encouragement to those in need. The NUS VP Welfare shall be responsible for the oversight of this campaign and enabling SUs to bring it to their students.

27. For the VP Welfare to produce a guide for officers on dealing with student suicide.

28. For NUS to provide best practice examples in creating a unified approach to these situations with our institutions, as it can be difficult to provide the right support for students from all areas of the university or college.

29. Suicide awareness and prevention should be an annual priority campaign for the Welfare zone, including the Disabled Students Campaign in this work where appropriate.

30. That the Vice President Welfare lobby government to propose a change to expand registration to two GP locations, one for term time and one out of term time;

31. To develop in collaboration with universities and colleges a national standard of care on mental health issues within Higher Education;

32. To lobby government to ensure that NHS mental health provisions adequately reflect the demographics of university regions.
Society and Citizenship Zone

Motion SC101 | Ending single use plastics

Conference Believes
1. That in 2015 alone, new plastic production stood at 322 million tonnes globally.
2. At least 8 tonnes of plastic is leaked into the ocean.\(^{50}\)
3. That the UN Sustainable Development Goal 12.8 aims to ensure that by 2030 ‘people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature’.

Conference Further Believes
1. The amount of packaging waste in society, and single-use plastic packaging in particular, is excessive.
2. That single-use plastic packaging in particular is having a significant negative effect on aquatic ecosystems - as illustrated by BBC’s Blue Planet II.
3. That the long-term impact of plastic in the food chain on humans is still poorly understood.
4. That in the absence of that understanding and given the known negative impact on aquatic ecosystems, society should adopt the precautionary principle in minimising plastic waste entering our oceans and waterways.
5. That constructive engagement with suppliers and companies by NUS and Students’ Unions can lead to practical alternatives to reduce or eliminate excessive packaging.
6. That Students’ Unions have an important role to play in raising environmental awareness and in encouraging pro-environmental behaviour change.
7. That environmental engagement campaigns can lead to changes in environmental values, attitudes and behaviours of students that can last well beyond their time in education.
8. That Students’ Unions have an important role to play in engaging with their local communities on environmental issues – particularly with local schools.
9. That the Government’s recent 25-year environment plan\(^{51}\) was positive in its general outlook but was far too long-term and didn’t include anything that was binding.

Conference resolves
1. NUS should investigate possibilities for finding alternative options within its commercial supply chain, or to constructively engage existing providers, to identify and use lower or no packaging options – specifically focusing on reducing plastic packaging.
2. NUS should develop a plan for phasing out products which use no recycled content, or overuse packaging. Whilst still being accommodating to disabled people’s needs, for prepared easy access cheap food.


3. NUS should support and advise students’ unions on how to seek alternative suppliers, or engage with existing suppliers, where possible to limit and reduce single-use packaging waste.

4. NUS should build a campaign for students’ unions to bring to their campuses, to reduce the use of single-use plastics in particular.

5. NUS should provide a toolkit for students’ unions for Go Green Week on mitigating local pollution by running activities such as plastic clean-ups, in partnership with local and national organisations such as the Marine Conservation Society where relevant.

6. NUS should partner with other organisations, such as the Eco Schools network, to support students to deliver sustainability education in schools.

7. To lobby the government to ensure that the 25 Year Environment Plan is translated into meaningful policy and that more ambitious, shorter-term targets, are set for reducing plastic waste.

8. NUS should provide toolkits for students’ unions around campaigns for individual students living zero waste lifestyles, focusing on how individual students can modify behaviours and make sustainability focused life decisions.

9. NUS Society and Citizenship Zone should work with the NUS Disabled Students Campaign to increase understanding among students’ unions of requirements for single use plastics due to accessibility reasons.

10. NUS Society and Citizenship Zone should work with the NUS Higher Education Zone and NUS Further Education Zone to develop toolkits around incorporating sustainability into national and local curriculums, and incorporating understanding of the UN Sustainable Development Goals into education.

**Motion SC102 | International not isolationism**

**Conference Believes**

1. In 2016, there were around 39,000 applications for asylum in the UK. Less than half of these were accepted.¹

2. That only around 1% of the world’s refugees live in the UK.²

3. The UN Refugee Agency (UNHCR) reported in 2016 that there were around 22 million refugees and 2.3 million people were seeking asylum globally.

4. Turkey, Pakistan and Lebanon host the largest amount of refugees globally; Turkey hosts 2.7 million refugees. Lebanon, a country the size of Wales, now hosts over a million refugees.³

5. That the International Rescue Committee (IRC) currently runs the Together for Refugees campaign, calling on EU countries to resettle and support refugees and asylum seekers.

6. People who have sought refuge in the UK do not have equal access to university; most are classed as international students which mean they are charged higher fees. On top of this most cannot get a student loan and do not have the right to work to earn money to pay their fees and living costs.


² [http://www.redcross.org.uk/~/media/BritishRedCross/Documents/What%20we%20do/Refugee%20support/Mythbuster%20basics%20NHCR%202016.pdf](http://www.redcross.org.uk/~/media/BritishRedCross/Documents/What%20we%20do/Refugee%20support/Mythbuster%20basics%20NHCR%202016.pdf)

7. That the NUS Society and Citizenship Campaign and the International Students’ Campaign have been working with Student Action for Refugees (STAR) to campaign for better access to education for refugees and asylum seekers.

8. The roots of the current refugee crisis are inherently political.

9. NUS has often shied away from international solidarity, or derided this as “not relevant” to students in the UK.

10. Given the global span of our student membership; the active role of the UK government in creating the conditions for refugee flight; or the fact as illustrated by this refugee crisis that international events inevitably come “knocking on our door” - this is a very narrow conception of our movement.

11. NUS is uniquely positioned in civil society to challenge and organise around international issues, and government policy on these.

12. Our solidarity with refugees can and must go further than supporting them once they have arrived in Britain, to the root causes of why they are forced to flee their homes whether war, climate change, border policies or otherwise.

13. We must also vigorously oppose the surveillance and subjugation refugee/migrant students face under the UK immigration regime.

14. From December 1938 to August 1939 Britain allowed 10,000 Jewish children on the Kindertransport to seek refuge from Nazi Germany, including Lord Alf Dubs.

15. There are currently 95,000 unaccompanied refugee children living in Europe.

16. In 2016 more than 25,800 unaccompanied children risked their lives to reach Europe.

17. Section 67 of the Immigration Act 2016, known as the Dubs Amendment, required the government to help relocate 3000 refugees to the UK and support unaccompanied child refugees.

18. After only 200 child refugees were allowed into the country, the scheme is set to finish after letting in only another 150 in.

19. On average, it takes 10-11 months to bring refugees in northern France to their family in the UK.

**Conference Further Believes**

1. That the UK, as well as the rest of Europe, should commit to resettling and supporting far more refugees than it currently does.

2. That everyone, including refugees and asylum seekers, should be able to access and succeed in education.

3. That, particularly since the EU referendum, the mainstream media have vastly over exaggerated the number of refugees and asylum seekers in the UK.

4. This has led to a rapid increase in reported incidents of hate crime aimed at black and Muslim people in the UK.

5. That refugees and asylum seekers in the UK should be able to access work that is fairly paid, safe and secure.

6. Trade union officials have at times repeated damaging fallacies about migrant workers “driving down wages” for workers in order to justify their opposition to free movement.

7. NUS must be steadfast in campaigning against such logic, and campaign for an end to borders.
8. Campaigns like the LSE Cleaners’, and SOAS Justice 4 Cleaners, show how powerful student solidarity with precarious migrant workers in our institutions can be.

9. It is unacceptable that the Home Secretary stopped the Dubs amendment on the grounds of it encouraging “people trafficking”.

10. The Dublin Regulation has created a situation where there are child refugees with no legitimate home because they fall outside the policies parameters

11. Dubs therefore serves the purpose of taking in these children in desperate need of a home, but have no ties to a specific country

12. Britain has a responsibility to relocate, support and welcome unaccompanied child refugees to the UK and given the NUS’ track record on fighting injustice it is right to campaign on this issue.

13. As students, we are the next important generation and have a responsibility to fight for what is right.

14. Local authorities play a vital role in supporting child refugees.

**Conference Resolves**

1. That the NUS Society and Citizenship campaign should work with the International Rescue Committee to campaign for the UK to increase the number of refugees it resettles each year.

2. That the NUS Society and Citizenship campaign should support the International Students’ Campaign with its work with Students Action for Refugees, campaigning for better access to education for refugees and asylum seekers through the Equal Access campaign.

3. To collaborate with the trade union movement to campaign for better employment rights for asylum seekers and refugees.

4. Support student solidarity campaigns with migrant workers in universities, and work with the IWGB to develop campaign guidance for students.

5. Lobby universities to oppose the encroachment of anti-migrant ‘Hostile Environment’ policies on their institutions as far as legally possible.

6. To provide training sessions on migrants’ rights.

7. Continue opposing any legislation restricting migrant rights and freedom of movement.

8. NUS will press the government to reopen the Dubs Amendment as well as honoring the Children at Risk Scheme, the National Transfer Scheme and Dublin Regulation under EU law to take in unaccompanied child refugees if they can be reunited with family in the UK, and speed the process up.

9. NUS will lobby local authorities to allocate resources to unaccompanied child refugees to demonstrate to the government that more than 480 refugee children can be accepted into Britain.