



nus
**NATIONAL
CONFERENCE
2014**

8–10 April 2014 | Liverpool

Minutes, resolutions and election
results from National Conference
2014

CD13

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Key information

Purpose of this document

This document contains the minutes, resolutions and election results from National Conference 2014. Motions passed at National Conference 2014 will remain policy of the National Union of Students for three years and will be due to lapse at National Conference 2017.





Conference opens 12.00 Tuesday 8 April 2014

Councillor Gary Millar, the Lord Mayor of Liverpool offered a welcome address.

Chair did a quorum count and declared conference in session.

Kathryn Perera, Chief Executive of Movement for Change gave an address.

Richard Budden, former National Secretary and Vice President of NUS paid tribute to Diane Maginnis.

Toni Pearce, NUS President, gave an address.

Yemi Gbajobi, Chair of DPC, introduced the order paper.

Vote to accept order paper – PASSED.

Honor Cohen, Chief Returning Officer, opened nominations for committee places.

Zone | Membership

Motion 001 New Members of NUS

Submitted by: National Executive Council

Speech For: Raechel Matthey, NEC

Speech Against: None

Summation: Waived

Vote: PASSED

Motion 002 New Members of NUS (Merged)

Submitted by: National Executive Council

Speech For: Raechel Matthey, NEC

Speech Against: None

Summation: Waived

Vote: PASSED

Hanif Leylabi, DPC, introduced the minutes of the last conference

Vote to accept minutes: PASSED

Fatima Junaid, DPC, introduced policy lapse.

Chair temporarily adjourned National Conference and convened a Company Law meeting.

Chair did a quoracy check – PASSED

Raechel Matthey, NEC, proposed resolutions.

Opportunity to oppose: none

Vote to accept resolutions: PASSED

Chair closed the Company Law meeting and reopened National Conference.

Conference tested the electronic voting system.

Jaffa Cakes are a cake, not a biscuit



- 
1. Yes
 2. No
 3. Abstain

Vote: undetermined

NEC presented the priority zone report and Toni Pearce took questions from conference floor.

Point of order: challenge to DPC ruling to make A101a a DELETE amendment on grounds it should be an ADD amendment.

Chair ruled to uphold DPC decision.

PM b: That the chair's ruling be overturned

Vote to hear case: PASSED

Speech for: James McAsh, NEC

Speech against: Rachel Wenstone, NEC (Chair of this session)

Vote: FELL

Zone | Priority

Motion 101 A new deal for the next generation

Submitted by: National Executive Council

Speech For: Waived to Shakira Martin, LeSoCo SU

Amendment 101a Defend education against all cuts

Amendment Action: Delete all 101 and replace with 101a

Submitted by: Belfast Met Students Union, Royal Holloway Students Union

Speech For: Sean Boyle, Belfast Met SU

Speech Against: Fergal McFerran, NEC

Summation: waived to Beth Redmond, Liverpool Guild of Students

Vote: FELL

Amendment 101b MPs who broke the pledge

Amendment Action: Add Amendment

Submitted by: LeSoCo Students' Union, Bexley College Students' Union, Liverpool Hope SU, University of Leicester Students' Union, Hull University Union

Speech For: waived to Hugh Murdoch, NEC

Speech Against: None

Summation: waived to free; Ben Ramsdale, Liverpool Hope SU

Vote: PASSED

Amendment 101c Opposition to UKIP

Amendment Action: Add Amendment

Submitted by: Royal Holloway Students Union

Speech For: waived to Dan Cooper, University of London Union

Speech Against: Jen Davison, University of Hull

Parts: delete FB2





For: Pierre Marshall, Oxford Brookes
Against: Dan Cooper, ULU

Vote: FELL – parts move into substantive

Summation: Deborah Hermanns, Birmingham University Guild of Students

Vote: PASSED

Amendment 101d Opposing privatization of student loans

Amendment Action: Add Amendment

Submitted by: Mid-Kent College Students' Union, Dudley College Students' Union, NUS Black Students' Committee, Middlesex Students' Union, Gateshead College Students' Union, University of Manchester Students' Union, Oxford University Students' Union

Speech For: Aaron Kiely, NEC

Speech Against: None

Summation: James Elliott, Oxford University Students' Union (1 minute)

Vote: PASSED

Amendment 101e Fund jobs for all

Amendment Action: Add Amendment

Submitted by: National Executive Council, Royal Holloway Students' Union, Students Union University of the Arts,

Speech For: Dom Anderson, National Executive Council (1.5 minutes)

Speech Against: Henrique Laitenberger , KCLSU (1.5 minutes)

Parts: delete CR3

For: Antony Butcher, Bangor

Against: Jamie Green, Royal Holloway Students' Union

Vote: PASSED – parts are deleted

Summation: Hannah Webb, UCLU

PM 380b: Chair's ruling be overturned

Vote to hear case: PASSED

For:

Against: Rachel Wenstone, NEC

Vote: FELL

Vote on 101e: PASSED

Amendment 101f First term National demonstration

Amendment Action: Add Amendment

Submitted by: Royal Holloway Students' Union, Students Union University of the Arts, Mid-Kent College Students' Union, Dudley College Students' Union, NUS Black Students' Committee, Middlesex Students' Union, Gateshead College Students' Union,

Speech For: Shelley Asquith, Students Union University of the Arts

Speech Against: Sam Butler, Liverpool Guild of Students

Speech For: Edmund Schlusel, NEC

Speech Against: Katie Moon, DeMontfort Students' Union

Summation: Gordon Moloney, NEC





Counted vote: FELL
FOR: 285
AGAINST: 349
ABSTENTIONS: 32

Amendment 101g TUC National demonstration

Amendment Action: Add Amendment

Submitted by: National Executive Council

CHALLENGE GUILLOTINE

For: Charles Barry, NEC
Against: Fatima Junaid, DPC

Vote: FELL

Speech For: Toni Pearce, National Executive Council
Speech Against: None
Summation: Laura Jackson, York St John, National Executive Council (1 minute)

Vote: PASSED

Speech Against: None
Summation: Rebecca Hall, NEC

Vote: PASSED

Zone | Education

Rachel Wenstone and Joe Vinson presented their reports and took questions from conference floor.

Motion 201 Higher Education qualifications

Submitted by: Higher Education Zone Committee

Speech For: Megan Dunn, Aberdeen University SA

Amendment 201a Mature and Part Time Students

Amendment Action: Add Amendment
Submitted by: NUS Mature and Part Time Committee

Speech For: Emma Barnes, NUS Mature and Part Time Committee
Speech Against: None
Summation: Waived

Vote: PASSED

Speech Against: None
Summation: Waived

Vote: PASSED





Motion 202 Qualifications and Progression

Submitted by: Further Education Zone Committee

Speech For: Amy Smith, Further Education Zone Committee

Amendment 202a No fees with re-sits

Amendment Action: Delete resolves 3. And replace with following text

Submitted by: Royal Holloway Students' Union, Students Union University of the Arts,

Speech For: Shelley Asquith, Students Union University of the Arts

Speech Against: Alessandro Georgiou, Essex

Summation: Robert Foster, NEC

Vote: PASSED

Speech Against: None

Summation: WAIVED

Vote on motion as amended: PASSED

Motion 203 Building Democratic Institutions

Submitted by: Higher Education Zone Committee

Speech For: Tom Flynn, Higher Education Zone Committee

Amendment 203a Open and transparent democracy

Amendment Action: Add Amendment

Submitted by: SOAS Students' Union, University College London Union

Speech For: Hannah Webb, University College London Union

Speech Against: Charles Barry, NEC

Parts: Delete CR1

For: David Morris, Durham SU

Against: James McAsh, NEC

Vote: PASSES – parts deleted

Summation: Tom King, SOAS Students' Union

Vote: PASSES





Amendment 203b Police on campus

Amendment Action: Add Amendment

Submitted by: Royal Holloway Students' Union, Students Union University of the Arts,

Speech For: Daniel Cooper, Students Union University of the Arts

Speech Against: Kerrie Oak, Portsmouth SU

PM 380b: Challenge to Chair's Ruling (delegates want to accept proposal to have extra round of speeches)

For: Mostafa Rajaai, SU Arts

Against: Chair – Daniel Stevens

Vote: FELL

Parts: delete CR1

For: Sebastian DeBrouwere, KCLSU

Against: Charley Hasted, Lambeth College

Vote: PASSED – parts deleted

18.01 conference breaks for fringe break. Conference resumes at 19.00

Parts: keep CR 3

For: Sebastian DeBrouwere, KCLSU

Against: Christian James Watkins, Bangor SU

Vote: PASSED – parts are added to substantive

Summation: Deborah Hermanns, Birmingham (1 minute)

Vote: PASSED

Speech Against: NONE

Summation: WAIVED

Vote: PASSED

Motion 204 Challenge of the Learner Voice

Submitted by: Further Education Zone Committee

Speech For: Benjamin Gardiner, Further Education Zone Committee (2 minutes)

Speech Against: None

Summation: None

Vote: PASSED

Motion 211 If you don't like the way the table is set, turn it over

Submitted by: University of Bristol Union

Speech For: Tom Flynn, University of Bristol Union

Speech Against: None

Open Contribution: None

Summation: Waived





Vote: PASSED

Motion 212 A clearer and more transparent employment indicator from the DLHE

Submitted by: Arts University Bournemouth

Speech For: Alex Johnston, Arts University Bournemouth
Speech Against: None
Open Contribution: None
Summation: Waived

Vote: PASSED

Motion 213 Fitness for practice, not fit for purpose

Submitted by: Birmingham City Students' Union

Speech For: Niall McGuinness, Birmingham City SU
Speech Against: Mehfuz Patel, University of Manchester SU
Speech For: Vonnie Sandlan, University of the West of Scotland SA
Speech Against: Sophie McKay, Middlesex University SU

PM 380i: that the question be remitted to the NEC

Vote to hear case: PASSES

For: Dom Anderson, NEC
Against: Alan Borgars, University of Hertfordshire

Vote: FELL

Summation: John Duddy, Birmingham City SU

Vote: PASSED

Motion 214 Their Jobs, our Education: Supporting Staff for fair pay

Submitted by: Edinburgh University Students' Union, Birmingham City Students' Union, University College London Union, Students Union University of the Arts, Central School of Speech and Drama Students' Union

Speech For: Edmund Schluessel, NEC

Amendment 214a 5:1 Pay ratio

Amendment Action: Add amendment to 214

Submitted by: University College London Union, Students Union University of the Arts, Central School of Speech and Drama Students' Union

Speech For: Natalie Perney, Central School of Speech and Drama Students' Union
Speech Against: Charles Barry, NEC
Summation: Omar Rai, University College London Union





Vote: PASSED

Amendment 214b Support staff trade unions

Amendment Action: Add amendment to 214

Submitted by: Edinburgh University Students' Association

Speech For: Aurora Adams , Edinburgh University Students' Association

Speech Against: Alex Peter Knight, Hertfordshire SU

Speech For: Max Crema, Edinburgh University Students' Association

Speech Against: Jonathan Andrews, Heriot-Watt University

Summation: Carolyn Hill, UCLU

Vote: PASSED

Point of Order: Call for a re-vote on 213 Fitness for Practice

Vote to hear case: FELL

PM 380b: Chair's ruling overturned on 213

Vote to hear case: FELL

PM 380b: that Chair's ruling be overturned on 214(b)

Vote to hear case: FELL

Challenge to the guillotine

Vote to hear case: PASSED

For: Rachel Wenstone

Against: Yemi Gbajobi, DPC

Vote: PASSES

Speech Against: Jack Matthews, Oxford University Students' Union (2 minutes)

Summation: Sky Yarlett, NEC

Vote: PASSED

Motion 215 A new deal for Education Funding

Submitted by: National Executive Council

Speech For: Jessica Goldstone, National Executive Council

Amendment 215a Student opportunities fund

Amendment Action: Add amendment to 215

Submitted by: University of Bath Students Union, University of Bristol Union

Speech For: Tom Flynn, University of Bristol Union





Speech Against: Kallum Taylor, York SU
Summation: Tom Renhard, UWE Union

Vote: PASSED

Amendment 215b Asylum seekers and refugee access to education

Amendment Action: Add amendment to 215

Submitted by: Students' Association University of the West of Scotland

Speech For: Waived to Megan Dunn, Aberdeen University Students' Association
Speech Against: None
Summation: Waived

Vote: PASSED

Chair's Ruling to move to statements in order to keep the debate together.

Conference opened 09.06

Quoracy check: FELL

Quoracy check: PASSED

Amendment 215c Free Education

Amendment Action: Add amendment to 215

Submitted by: Mid Kent College Students' Union, Dudley College Students' Union, Middlesex Students Union, Belfast Met SU, NUS Black Students' Committee, Gateshead College Students' Union, University College London Union, Edinburgh University Students' Union, Students Union University of the Arts,

Speech For: Aaron Kiely, NEC
Speech Against: Rachel Wenstone, NEC
Speech For: waived to Gordon Moloney, NEC
Speech Against: Ben Dilks, NEC
Speech for: Michael Chessum, ULU
Speech against: Toni Pearce, NEC
Speech for: Nicholas Brook-Hart, Birmingham City SU
Speech against: Carl Taylor, Sunderland SU

Parts: delete CB 4 and CB 5

Vote to hear case: PASSED

For: Ben Towse, UCLU
Against: Aaron Kiely, NEC

Vote: FELL – parts move to substantive

Summation: waived to James McAsh, NEC

Counted vote: PASSED
For: 280
Against: 231
Abstentions: 40





Guillotine falls

Return to main motion

Speech against: None
Summation: waived

Vote: PASSED

End of Education Zone

Zone | Welfare

Conference was presented with the Welfare Zone report.

Colum McGuire, NEC, answered questions from the floor.

Vote to accept Welfare Zone report: PASSED

Procedural motion 380c – 522 be moved to straight after 501

Vote to hear PM: PASSED

For: Vonnie Sandlan, Students' Association University of West of Scotland
Against: Hanif Leylabi, DPC

Vote: PASSED

PM 380g – that 515 not be put

Vote to hear PM: PASSED

For: Grace Skelton, University of Manchester Students' Union
Against: Lisa Kelly, Blackpool and the Fylde College Students' Union

Vote: FELL

PM 380g – that 524 not be put

For: Waived to Colum McGuire, NEC
Against: Tania Sauma, University of Manchester Students' Union

Vote: PASSED

Motion 501 Homes fit for study

Submitted by: Welfare Zone Committee

Speech For: George Offer, York University Students' Union

Amendment 501a Students living in the family home

Amendment Action: Add Amendment
Submitted by: Canterbury College Students' Union





Speech For: Charlotte Butler, Canterbury College Students' Union
Speech Against: None
Summation: Waived

Vote: PASSED

Amendment 501b Deposits

Amendment Action: Add Amendment
Submitted by: Students' Union University of Bournemouth

Speech For: Grant Smith, Students' Union University of Bournemouth
Speech Against: None
Summation: Waived

Vote: PASSED

Amendment 501c Bills, Bills, Bills

Amendment Action: Add Amendment
Submitted by: University of Leicester Students' Union

Speech For: Charlotte Agran, University of Leicester Students' Union
Speech Against: None
Summation: Waived

Vote: PASSED

Amendment 501d Rents

Amendment Action: Add Amendment
Submitted by: University College London Union, University of Sussex Students' Union, SOAS Students' union

Speech For: Katerina Kokkinou, University College London Union
Speech Against: Colum McGuire, NEC

Request for extra round of speeches: Chair declines

Parts: Remove 501d CR5

Vote to hear parts: PASSED

Speech For: Nona Buckley-Irvine LSESU
Speech Against: Charlie Hasted, Lambeth College

Vote: PASSED – parts removed

Welfare debate suspended by DPC for the purposes of presidential election

Conference reopened by chair, 11.37.

Quoracy check called by chair.

Quoracy check: PASSED

Parts: Remove 501d CFB2

Vote to hear parts debate: FELL





501d Summation: Tom King, SOAS SU

Vote on 501d: PASSED

Amendment 501e Cuts to student welfare support

Amendment Action: Add Amendment
Submitted by: Middlesbrough College, Mid-Kent College Students' Union, Dudley College Students' Union, Gateshead College Students' Union

Speech For: Sherry Iqbal, Middlesbrough College
Speech Against: None
Summation: Waived

Vote: PASSED

501 Speech Against: None
Summation: Waived

Vote on 501: PASSED

Procedural Motion 380f – motion 522 be now put

Vote to hear PM case: PASSED

For: Vonnie Sandlan, Students' Association University of West of Scotland
Against: None

Vote: PASSED – 522 goes straight to vote

Motion 522 Care leavers in education

Vote on 522: PASSED

Procedural motion 380h – 515 to be debated at Womens' Committee

Vote to hear PM case: PASSED

For: Kelley Temple, NEC
Against: None

Vote: PASSED – Motion 515 referred to Womens' Committee

Challenge to guillotine – to extend Welfare Zone by 30 minutes

Vote to hear challenge: PASSED

For: Feonix Fu, UCLU
Against: Jo Johnson, DPC

Vote: PASSED – Welfare zone extended by 30 minutes

Motion 502 Local Public Services

Submitted by: Welfare Zone Committee, Mature and Part Time Committee

Speech For: Sophie Davis, Welfare Zone Committee / Nottingham Trent SU





ELECTIONS ANNOUNCEMENT – NUS President

Toni Pearce elected NUS President

Amendment 502a Local elections

Amendment Action: Add Amendment
Submitted by: University of Bath Students' Union

Speech For: Roxi Sweeney, University of Bath Students' Union
Speech Against: None
Summation: Waived

Vote: PASSED

Amendment 502b Defend the NHS

Amendment Action: Add Amendment
Submitted by: Students' Union Royal Holloway University of London, NUS MPT Committee

Speech For: Colum McGuire, NEC
Speech Against: None

Parts – Remove CR2

Vote to debate parts: FELL

Summation: Waived

Vote: PASSED

Amendment 502c Doctor, Doctor, Give me The News

Amendment Action: Add Amendment
Submitted by: Northumbria Students' Union

Speech For: Cameron Giles, Northumbria Students' Union
Speech Against: Mehfuz Patel, U of Manchester SU
Summation: Cameron Giles, Northumbria Students' Union

Vote: PASSED

502 Speech Against: None
Summation: Waived

Procedural Motion 380b – challenge to chairs ruling to hear case of parts 502b

Vote to hear PM case: FELL

Vote: PASSED

Point of Order – request for ruling or interpretation of 511a – challenge as to whether CR4 should remain

Chair rules that 511a will not delete CR4.

Procedural motion 380i – refer rest of Welfare Zone motions to NEC

Vote to hear PM: PASSED





For: Colum McGuire, NEC
Against: Aaron Kiely, NEC

Vote: FELL

Conference suspended for Elections by DPC, 12.14

Vice-President Higher Education: **Megan Dunn elected.**

Vice-President Further Education: **Joe Vinson Elected**

Vice-President Welfare: **Colum McGuire Elected**

Motion 511 Stand up to racism

Submitted by: Mid-Kent College Students' Union, NUS Black Students' Committee, Middlesex Students' Union, South and City College Birmingham, SOAS Students' Union,

Speech For: Zahara Otuni, NUS Black Students' Committee

Amendment 511a Fighting the Far Right

Amendment Action: Delete CR 3 and CR5 in 511 and replace with 511a
Submitted by: Royal Holloway University of London Students Union

Speech For: Royal Holloway University of London Students Union

Waived: Beth Redmond,

Speech Against: Aaron Kiely, NEC

Speech for: Sam de Kare Silver, University of Nottingham

Speech against: Kate Hereford, Goldsmiths Students' Union

Speech for: Kelly Temple, NEC

Speech against: Alan Borgars, Hertfordshire

Speech for: Rachel Wenstone, NEC

Speech against: Zahara Otuni, NUS Black Students' Committee

Summation: Rosie Russell, NEC

Vote: Passed (motion amended)

511 Speech Against: None

Parts: CR2

Vote: FELL

Summation: Beth Redmond, Liverpool Guild of Students

Vote: PASSED

Motion 512 Childcare for All and Not Just For One

Submitted by: Bexley College Students' Union, LeSoCo Students' Union

Speech For: Tariro Matibiri, Bexley College Students' Union (2 minutes)

Speech Against: None (2 minutes)

Open Contribution: None (2 x 1.5 minutes)

Summation: None (1.5 minutes)





Vote: Passed

PM: 380(I) send the rest of the motion in the Welfare zone to the NEC.

Speech for: Rosalind Old, Cambridge University SU

Vote: Passed

Guillotine falls, ending Welfare Zone debate at 12.30

Zone | Society and Citizenship

PM: 380(C) rule or regulation to be suspended move motion 317 to before 302

Speech for: Feonix Fu, UCLU

Speech against:

Waived: Dom Anderson, NEC

Vote: FELL

Motion 301 Employ-my-ability

Submitted by: Society and Citizenship Zone Committee

Speech For: Dom Anderson, NEC, Society and Citizenship Zone Committee (2 minutes)

Amendment 301a Employment for Mature and Part Time Students

Amendment Action: Add amendment to 301

Submitted by: NUS Mature and Part Time Committee

Speech For: Josh Rowlands, NEC, Mature and Part Time students committee (1.5 minutes)

Speech Against: None

Summation: None

Vote: PASSED

Amendment 301b Fast Food rights

Amendment Action: Add amendment to 301

Submitted by: Belfast Met Students' Union, NUS Postgraduate Committee,

Speech For: Tom Bell Belfast Met Students' Union (1.5 minutes)

Speech Against: Alex Jozha, University of London (1.5 minutes)

Parts: CR2 and CR3 to remove

Speech for: Shakira Martin, LeSoCo SU

Speech against: Ben Towse, UCLU

Vote on removing: Passed

Summation: Edmund Schluessel, NUS Postgraduate Committee (1 minute)

Vote: FELL





Amendment 301d (should be c) Living Wage and Zero Hour Contracts

Amendment Action: Add amendment to 301

Submitted by: Students Union University of the Arts, SOAS Students' Union

Speech For: SOAS Students' Union (1.5 minutes)
Waived: Deborah Hermanns, Birmingham University

PO: 378 (c) revote on 301B
Decision: Not Granted by Chair

Speech Against: Sebastian Scott, University Hertfordshire SU (1.5 minutes)

Parts: Request for extra round of speeches
Decision: Not granted

Parts: CR4 to remove
Speech for: Peter Smallwood, NEC
Speech against: Jamie Green, Royal Holloway Students' Union
Vote: Passed (parts are removed)

Summation 301d: Sky Yarlett, NEC (1 minute)
Vote 301d: Passed

Speech against 301: None
Summation: None (1 minute)
Vote: Passed

PM: 308(I) refer all motions and amendments yet to be discussed to NEC
Speech for: Dom Anderson, NEC
Speech against: None
Vote: Passed – debate closed as a result.

Zone | Union Development

Raechel Matthey presented her report and answered questions.
Vote to accept report: PASSED

PM 380c – suspend rule, move to 415 now
Vote to hear PM: FELL

PM 380h – move 412 to before 402
Vote to hear PM: FELL

PM380i – remit motion 417 to UD zone committee
Vote to hear PM – PASSED
For: Grant Chapman-Clarke, Portsmouth SU
Against: Michael Chessum, NEC
Vote: FELL

PM380i – remit remaining motions to NEC
Vote to hear PM – PASSED
For: Grant Chapman-Clarke, Portsmouth SU
Against: None
Vote: PASSED

Guillotine falls on UD zone debate.





Election results:

President: Toni Pearce
Vice-President Further Education: Joe Vinson
Vice-President Higher Education: Megan Dunn
Vice-President Society and Citizenship: Piers Telemacque
Vice-President Union Development: Raechel Matthey
Vice-President Welfare: Colum McGuire

Block of 15:

Charlotte Agran
Dario Celaschi
Daniel Cooper
Clifford Fleming
Hannah Graham
Aaron Kiely
Shakira Martin
Michael Rubin
Vonnie Sandlan
Edmund Schluessel
Amy Smith
Abdi-Aziz Suleiman
Zarah Sultana
Mike Vyse
Poppy Wilkinson

Trustee Board:

Kelly Rogers
Roza Salih
Peter Smallwood

Democratic Procedures Committee:

Nabil Alizai
Sam de Kare-Silver
Hanif Leylabi
Liz Mutter



Resolutions from National Conference 2014

Zone | Membership

Motion 001 New Members of NUS

Submitted by: National Executive Council

Speech For: National Executive Council (2 minutes)

Speech Against: Free (2 minutes)

Summation: National Executive Council (1.5 minutes)

Conference resolves:

1. To accept the following new members into the membership of NUS.
 - a. Linkage College Students' Union
 - b. Havering Sixth Form College Students' Union
 - c. East Norfolk Sixth Form College Students' Union
 - d. Wigan and Leigh Sixth Form College
 - e. First4Skills training provider
 - f. Oaklands College
 - g. London School of Marketing

Motion 002 New Members of NUS (Merged)

Submitted by: National Executive Council

Speech For: National Executive Council (2 minutes)

Speech Against: Free (2 minutes)

Summation: National Executive Council (1.5 minutes)

Conference resolves:

1. To accept the following merged members into the membership of NUS.

Previous Institutions	New Institutions
University of Glamorgan Newport	University of South Wales Students' Union
Swansea Metropolitan University of Wales, Trinity St David	University of Wales, Trinity St David Students' Union
Neath Port Talbot College	Grwp Neath Port Talbot Group
Powys College Coleg Morgannwg Ystrad Mynach	Coleg Y Cymoedd
Yale College	Coleg Cambria
Deeside College	
Coleg Llandrillo Coleg Menai	Coleg Llandrillo-Menai
John Wheatley College	Glasgow Kelvin College SA
Stow College	
North Glasgow College	
Elmwood College (land-based) Barony College	Scotland's Rural College
Oatridge College	

Scottish Agricultural College	
Aberdeen College	North East Scotland College
Banff and Buchan College	
Ayr College	Ayrshire College
James Watt College (Kilwinning)	
Clydebank College	West College Scotland
Reid Kerr College	
James Watt College (Greenock)	
Adam Smith College	Fife College
Carnegie College	
Elmwood College (non-land)	
Jewel and Esk College	Edinburgh College
Telford College	
Stevenson College	
Dundee College	Dundee and Angus College
Angus College	
Anniesland College	Glasgow Clyde College
Cardonald College	
Langside College	
Coatbridge College	New College Lanarkshire
Cumbernauld College	
Motherwell College	
West Kent College	Kent College
South Kent College	
Herefordshire College of Technology	Herefordshire and Ludlow College
Ludlow College	
Lewisham College	LeSoCo
Southwark College	



Zone | Priority

Motion 101 A new deal for the next generation

Submitted by: National Executive Council

Conference believes:

1. Continued attacks on the prospects of students both in education and in their communities represent a whole generation let down by those with power
 2. A feeling of powerlessness and precariousness is increasingly common among the rising generation, squeezed by global recession and biting financial pressures, uncertain about its prospects and its future
 3. We too often feel let down by politicians who fail to speak on our behalf in a world where the odds are already stacked against us
 4. Young people and students' prospects continue to worsen due to rising unemployment and living costs
 5. Evidence from Ipsos Mori public opinion polling shows more than two thirds of people believe the UK government does not adequately consider future generations in the decisions it makes today
 6. The next UK general election is due to take place on Thursday 7 May 2015
 7. The Browne Review into Higher Education funding was commissioned in 2009 and was not due to report until after the 2010 General Election
 8. It was widely expected that the review would propose a rise in the cap of tuition fees in England
 9. As a result NUS ran a high profile campaign with the aim of persuading any candidate running to be an MP in the UK to pledge to vote against any proposed rise in university tuition fees
 10. Every Liberal Democrat MP that was elected signed the pledge with over 200 Labour Candidates and 13 Conservative candidates
 11. Nick Clegg's main promise to voters in 2010 was that there 'would be no more broken promises' if voters backed the Liberal Democrats
 12. After the election, the Lib Dems formed a coalition government with the Conservatives
 13. On 9th December 2010 the government raised the tuition fee cap to £9k by only 21 votes
 14. Every single Liberal Democrat MP that was elected to Parliament signed the pledge to vote against any rise in fees and 27 of those MPs broke their pledge, including Nick Clegg
 15. We should be alarmed by the electoral rise of a "respectable" nationalist right, including UKIP.
 16. Building the movement to stop the government selling off the student loan book to private companies is an urgent priority.
 17. George Osborne confirmed during the Autumn Statement in 2013 that the government is going ahead with the plans to sell off student loans taken out between 1998-2012.
 18. There is widespread concern that handing over our student debt to private companies will lead to an increase in the financial burdens placed on students and graduates, as the new owners of the debts hike up interest rates in order to make more profits. These concerns are well placed given the fact that:
 19. A secret report for the government has revealed, in order to ensure the student loan book is profitable for private companies the cap on interest for repayments would need to be increased or removed all together. This proposal would cause student debt to soar and represents a retrospective hike in tuition fees.
 20. The Minister for Universities, David Willetts, made clear to a parliamentary select committee last June that it is very easy for the rate of interest to be hiked up: "In the letter that every student gets there are some words to the effect that government reserve the right to change the terms of the loans."
 21. Therefore, David Willetts' reassurances that the terms and conditions on student loans will not be changed following the privatization of the student loan book ring hollow.
In the run up to the 2015 General Election we have a window of opportunity to put maximum pressure on MPs and Prospective Parliamentary Candidates to publicly oppose the sell off of student debt.
 22. Education is a human right, and should not be in the hands of private financial companies.
 23. A similar loanbook sell-off in New Zealand in 2012, saw interest rates on repayment for existing borrowers raised from 10% to 12%.
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24. That the sell-off of student loans has the potential to adversely affect students' financial situations through higher debts.
 25. Toni Pearce, NUS President, has previously said the sell-off was 'extremely concerning' as it would see 'the public subsidising a private company making a profit from public debt'.
 26. In January, the NUS National Executive Council resolved, 'To support and promote the national week of action to stop the privatisation of student debt'.
 27. The NUS National Executive were right to support grassroots action against the sell-off, but more political pressure is needed to prevent the sell-off.
 28. NUS should campaign against this policy and build a movement against it until the government ceases the selling-off of student loans.
 29. NUS research has shown that when asked what their greatest fear about the future is, more than half of students cite pathways to work or employment
 30. Many students are also workers, and NUS' Pound in Your Pocket research showed more than two thirds are employed during term time or holidays
 31. Our work on employment must focus on ensuring good sustainable jobs for the next generation and pathways to work which are non-exploitative and fairly paid
 32. A New Deal for Work is an essential component of a New Deal for the Next Generation
 33. In December youth unemployment was 920,000, 20% of 16-24 year olds.
 34. Young people are at the sharp end of mass unemployment created by the capitalist crisis and a management offensive against workers in public and private sectors (2.5 million unemployed).
 35. Many new jobs will be "precarious": low-paid, casualised and with few rights.
 36. The campaigning partnership NUS has signed with the TUC affirms our movements' shared belief guaranteed employment and quality jobs; and where workers enjoy strong collective and individual rights at work
 37. The NUS-TUC partnerships sets out a path to greater collaboration between the student and trade union movements, developing activists and campaigning together rather than apart.

Conference further believes:

1. At the 2010 general election, just 44 per cent of those aged 18 to 24 voted, compared 76 per cent of the over 65s
 2. The introduction of individual voter registration (IER) threatens to further reduce the number of students and young people voting
 3. The gulf in voting levels between the generations leaves young people losing out in policy terms
 4. That NUS' approach to the general election needs to be both local and national, supporting students to win locally and on a national level.
 5. To achieve a new deal for the next generation we will need public support, and this is best achieved through working together with people in the communities we live in and finding common cause.
 6. That NUS analysis of the 2011 census data demonstrates that there are over 60 constituencies in the UK with over 10 per cent full time students, and that the strength of the student voice and the student vote should be reaffirmed at every opportunity.
 7. Young people are significantly less likely vote in either local or national elections than older voters meaning they are inadequately considered in party political dialogue.
 8. Changes made to electoral voter registration have complicated the process and effectively disenfranchise some groups more than others, such as international students.
 9. Much higher voter turnout of students in elections would be a significant demonstration of power.
 10. Liberal Democrat MPs were mainly elected off the back of that pledge and had huge support from students in constituencies with a high proportion of students where they cued for hours to be able to vote in 2010
 11. That Nick Clegg and the Liberal Democrats not only betrayed students that voted for them on the basis of that pledge but they also called into question the fundamental basis of our democracy by seemingly lying their way into power
 12. The Liberal Democrats had a chance to make tuition fees a deal breaker in the coalition agreement but chose to sell out students to get into number 10
 13. Since 2010 we have seen education in England be dismantled and ideological policies that prop up elitism and force a market pushed through parliament
 14. Nick Clegg's 'I'm Sorry' video will come as little comfort those students who voted for the Liberal Democrats under the guise of a different type of politics
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15. Since coming to power the Liberal Democrats have backed plans to introduce individual voter registration, which would in effect remove 1000s of students of the electoral register
 16. NUS has a responsibility restore student's faith in politics or else face alienating an entire generation from voting and we have to hold any MP that broke their pledge accountable
 17. We must fight the idea there is a problem with immigration. Strain on jobs and services is a result of the government and private sector cuts, seeking to boost profits and the rich's wealth at the expense of all workers.
 18. Withdrawal from the EU would not solve these problems but simply create a more independent neo-liberal UK in which nationalism runs riot.
 19. The general election provides an opportunity for an effective campaign on these issues.
 20. We should oppose all cuts to jobs and fight for expanded public services to create socially useful, secure, well-paid jobs.
 21. There is plenty of wealth in society: we should tax the rich to create jobs.
 22. We should oppose casualisation and job insecurity, including zero hours contracts (which should be banned) and unpaid internships.

Conference resolves:

1. To campaign for a new deal for the next generation across the themes of education, work and community
 2. To use the opportunity of the next General Election to win for students both locally and nationally
 3. To continue and develop the new campaigning partnership between NUS and the Trades Union Congress (TUC) to work together for a better deal for students and workers through a strong collective voice
 4. To work with external allies and partners to maximise voter registration and electoral participation among young people and students to ensure their voices are heard
 5. To launch a general election hub in 2014, and support every students' union to develop their own election strategy - supporting students to win both locally and nationally.
 6. To empower students and to connect student communities with wider society, including through continuing our community organising work and training students as community organisers on their campuses and in their communities.
 7. To campaign nationally for political parties to adopt NUS demands, taken from policies passed or ratified by National Conference, and chosen by NUS NEC.
 8. To focus on cross-generational community work and voter registration strategies.
 9. NUS to strongly focus on student voter registration in relation to the 2015 general election.
 10. NUS to provide a consistent model or framework on student voter registration, including influencing local authorities to simplify the process of voter registration.
 11. NUS should influence Citizenship in the national curriculum and provide guidance to colleges and universities on how to include citizenship education in their programmes.
 12. To explore the case for automatic voter registration.
 13. To stand up for those students betrayed by Nick Clegg and the Liberal Democrats
 14. To campaign against Nick Clegg and any MP that broke their pledge to students by publicly highlighting their broken promise
 15. Make opposition to UKIP and the nationalist right a central part of our campaigning in the run up to the general election.
 16. Call on the Labour Party to stop pandering to anti-migrant politics.
 17. Support freedom of movement and equal rights for all.
 18. Organise under the banner of opposing the privatization of student loans and defending education.
 19. Lobby MPs and Prospective Parliamentary Candidates to sign a pledge promising to oppose the privatization of student loans.
 20. Coordinate national weeks and days of action –support and Students' Unions and campus societies to organize 'debt ins', creative stunts, mass petitioning, protests and public meetings.
 21. Campaign against youth and graduate unemployment and to "fund decent jobs for all", developing a manifesto and working with trade union youth sections.
 22. Campaign for the Minimum Wage to be raised to the Living Wage, without exemptions.
 23. Campaign to unionise students who work.
 24. To support the NUS Commission on the Future of Work .
 25. To support the forging of a New Deal on the Future of Work.
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26. To support a TUC national demonstration focused on pathways to work and fair and sustainable jobs and ahead of the 2015 general election

Zone | Education

Motion 201 Higher Education qualifications

Submitted by: Higher Education Zone Committee

Study is the one thing all students have in common. For two years we have campaigned for the adoption of partnership approaches to making higher education better – and we have won. But partnership will only become a reality if we now focus our energies on using partnership approaches to make the experience of studying transformative for every student. Study that transforms lives comes from students and course reps working directly with their lecturers as well as from students' unions working with institutions to build inclusive educational communities, develop the capacity of students to shape their educational context and determine the future of higher education.

Conference believes:

1. Higher education has huge potential to transform and enrich the lives of those who undertake it. It extends their capabilities, enriches their understanding and builds their capacity to be a citizen who can effect change in the world.
2. Study and learning is what every student has in common, no matter their background, subject or level of study. Much learning happens in the classroom but much happens in the library, in the workplace, on the sports field, in an academic society or in the students' union.
3. Learning happens in an academic community; being engaged and feeling a sense of belonging to their community is what helps students learn and achieve.
4. Too many students in higher education struggle to engage and fail to reach their academic potential because of non-inclusive practices in the classroom and on campus by lecturers, staff and peers.
5. The rhetoric of employability and employability skills is inadequate to enable students to achieve their aspirations for their life.
6. Being an active citizen in the twenty first century requires individuals to understand concepts like environmental sustainability, social injustice, ethical use of knowledge and political activism. A higher education that serves the public good would seek to develop students with these attributes.
7. If higher education is to be transformative for students and help them achieve their aspirations then students will have to take on more of a role in creating their own learning outcomes, defining their own learning spaces and shaping their own curriculum.
8. Students' unions must be the cornerstone of student engagement.
9. There has been a dramatic decline in mature and part-time students at both undergraduate and postgraduate level.
10. Mature students face specific barriers to returning to study at postgraduate level, many of which are related to the lack of flexibility of study.
11. The work and family commitments that mature students make it difficult for them to travel outside of their community for education; they need a local HEI that meets their needs.
12. Existing provision aimed at adult and community learning by HEIs is under threat, with institutions closing evening and weekend community learning programmes.
13. Employers should be engaged in advising institutions on their needs and desires, but academic freedom and institutional autonomy over course content and structure must be maintained.
14. There is a growing problem in terms of unemployment and underemployment for older members of the labour force who cannot access the education and training they need to reskill and upskill.

Conference resolves:

1. To develop a plan of work for the HE Zone targeted at developing our understanding and that of our members of how to create inclusive, student-led learning communities in higher education institutions.
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2. To focus on reforming curriculum design, assessment and feedback practice to support complex learning outcomes and develop graduate attributes fit for twenty-first century active citizens.
 3. To work to better understand and rearticulate the employability agenda so that it is aligned to students' aspirations rather than employer-led skills demands and support students' unions to both influence their institution and deliver their own employability support in innovative and student-focused ways.
 4. To work with the Student Engagement Partnership to develop partnership approaches to engaging and supporting students to take the lead in determining their own higher education learning journeys.
 5. To research and disseminate good practice in embedding peer learning and peer mentoring practices in higher education.
 6. To work with institutions to find ways of increasing access to postgraduate study for individuals without undergraduate degrees by accrediting knowledge and skills from work, training and further education.
 7. Engage in research to look at the ways in which postgraduate study could be made more flexible.
 8. Engage with HEFCE about ways of incentivising institutions to create more flexible postgraduate provision and learning partnerships with employers and local communities.
 9. Campaign to defend and extend the provision of flexible learning for mature students.
 10. Lobby government to ensure employers are able and willing to provide flexibility for employees to undertake study while at work.
 11. Campaign on the availability of affordable and flexible childcare provision for postgraduate students with children.
 12. Work with institutional and local careers services to tailor advice and support for mature postgraduates, specifically the availability in small and specialist institutions.

Motion 202 Qualifications and Progression

Submitted by: Further Education Zone Committee

Conference believes:

1. From 2015 new GCSEs and A levels will be taught in England.
2. Across both qualifications there will be a reduction in coursework, end of year exams will become the favoured assessment method and there will be fewer opportunities to re-sit. GCSE grades will also change to numerical grading, with 9 being the highest and 1 being the lowest.
3. The AS qualification will be 'de-coupled' from an A level making it a standalone qualification, which does not count towards a full A level grade.
4. Vocational qualifications will also be reformed as the 'Tech Bacc' has been created as a means to raise the status of vocational courses in schools and colleges.
5. Under these new qualifications it will become more difficult to mix academic and vocational courses. Students are likely to have to make choices about what they study earlier on and will not have the flexibility to move between the two.
6. NUS' research has shown that students are opposed to the changes due to be made to GCSE and A level qualifications. In a national survey 81 per cent replied that coursework should remain a part of assessment. When asked if exams should only take place once a year, in the summer, 72 per cent of all respondents disagreed. An overwhelming 90 per cent of those who replied said that re-sits should be available in all subjects and 81 per cent said that the existing grading structure in GCSEs should remain in place.
7. The reforms to GCSE and A level qualifications are also likely to have serious negative impacts on students with a variety of disabilities. The changes ignore different learning styles and fail to provide second opportunities for students who may have to deal with upheaval during their education.
8. Information Advice and Guidance (IAG) in schools and colleges is currently not adequate. As these reforms are introduced, and the participation age is raised, IAG must be easier to access and more robust.

Conference resolves:

1. To conduct research in to the state of vocational qualifications at level 2 and 3 in the UK and campaign against the marginalisation of this type of learning by the current Government.
 2. To track the introduction of the new qualifications. Focusing on the impact of the reforms on participation, attainment, and progression to further study and work.
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3. To look specifically at the removal/reduction of coursework and re-sits, and the impact on learners with learning difficulties and disabilities, and oppose all fees associated with re-sits.
 4. To work closely with employers to ensure that they have a full understanding of the new grading system and are able to distinguish the value of different qualifications during recruitment.
 5. To lobby for clarity on what GCSEs and A levels are intended to be for. Are they a proxy for essential skills/knowledge, or are they a test of memory, resilience, mental stamina or something else? Employers criticise them, as do schools. But what do students think, and what are their stories about how they've been useful?
 6. To research the impact of more limited subject choice on access to arts/humanities provision, and the impact on social/cultural capital of this.
 7. To continue to campaign on the improvement of IAG in schools and colleges, setting up an IAG commission and ensuring the National Careers Service better meets the needs of students.
 8. To conduct research in to functional skills and their value as both standalone qualifications and as a components in other qualification frameworks.

Motion 203 Building Democratic Institutions

Submitted by: Higher Education Zone Committee

Speech For: Higher Education Zone Committee (2 minutes)

Speech Against: Free (2 minutes)

Summation: Proposer of last successful amendment (1.5 minutes)

Women represented 44.5 per cent of academic staff in 2011-12, but only 27.5 per cent of senior managers in Higher Education Institutions (ECU 2013). In 2011-12, 12.6 per cent of academic staff were from BME backgrounds, but they only represent 4.3 per cent of senior managers (ECU 2013). NUS has produced guidance for students' unions on how to audit the governance structures of their institution and ways to challenge undemocratic decision-making.

Conference believes:

1. Higher Education Institutions have a duty to uphold the values of a democratic and pluralist society, and work to share those values with staff, students, and the wider community.
 2. Governments since the 1980s have encouraged universities to adopt more corporate forms of governance, with an emphasis on market competitiveness, efficiency, and concentration of power in governing bodies and in the office of the Vice Chancellor.
 3. There is a broad consensus in the student movement over the need to challenge corporate governance, particularly where it is related to marketisation and "value-for-money" assumptions and decisions.
 4. There is also strong criticism of the way power and decision-making has been concentrated in the hands of a small group of senior executives, with students and academics having little say over important policies.
 5. The role of students in governing bodies and committees is often nothing more than a 'rubber stamp' on university policies.
 6. The current underrepresentation of women and BME persons in senior roles at universities is a disgrace and represents a clear failure of universities to take seriously equality and diversity in the workplace.
 7. Gender equality is a crucial aspect of democratisation and it involves breaking down masculine and sexist cultures as much as it involves increasing the representation of women.
 8. The idea that students are 'window dressing' in governance structures must be dispelled, whether it is the result of student perceptions, or the result of institutional practice.
 9. Students' unions are well placed to challenge their institution on the fairness and suitability of its governance practices. Unions should, therefore, be at the vanguard of any campaign to democratise universities and build student partnerships.
 10. Students are heavily involved in their local communities in many positive ways, contributing economically, socially, culturally and politically in local activities. They can help encourage local communities to hold their institution to account and ensure it works to champion local causes.
 11. The work that NUS and students' unions have achieved on student partnership should be seen as a building block to encourage institutions to improve the representation and voice of students in institutional governance.
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12. Decision making at institutions should be conducted in a democratic manner, involving a diverse representation of the key stakeholders in education, namely students, academic and non-academic staff, and the local community.
 13. Transparency is necessary for democracy.
 14. Where outsourcing is used by institutions to cut costs and undermine workers' pay and conditions, this should not be allowed to silence these workers' voices in the democratic structures of the institution. Students' unions should campaign locally for outsourced staff to be incorporated into and given a democratic voice through institutions' governance structures alongside directly employed staff and students.
 15. The agenda of marketisation within Higher Education stands directly in opposition to the democratic claims of staff and students within their institutions. In order for any education system to be democratic, it must be accessible and run for the public good. We must take a clear stand against education as a commodity and for a free, publicly-funded education system.
 16. In the end, we want education to be entirely democratically governed by students, staff and the community, to ensure that it serves our needs. Senior managers represent nobody
 17. While we should strive to improve representation at the highest levels, any unelected hierarchical management will always help perpetuate the oppression of marginalised groups.
 18. Universities have been increasingly using the brute force of security staff and police to silence student protest, with some attempting to ban protest altogether.
 19. Students, elected officers and staff have been beaten and arrested for exercising their right to protest.
 20. That for an institution to be democratic it should be a place where critical thinking and active dissent is encouraged.
 21. The recent arrests, draconian injunctions and suspensions seen in response to campus protests is the reflex of managements who have lost the arguments with students and staff over marketisation, fees, outsourcing and pay.
 22. Educational institutions should be run by those who study and work in them, not overpaid and unaccountable managements.
 23. Repressing student protest is an affront to democracy, the right to resistance and free speech.
 24. Universities employing force negates their duty of care to students and staff.
 25. The police are institutionally violent and racist and are known for lying about student protest activity.
 26. In order to promote a safe space, we should demand police have no presence on our campuses unless authorised by an elected student representative.

Conference resolves:

1. Support students' unions to articulate a strong narrative against forms of governance that put the interests of students at risk and work against the welfare of society as a whole.
 2. Provide evidence to unions to show the benefits of better student representation and more democratic governance to institutions and to the student body.
 3. Provide further evidence and resources to unions to help them challenge undemocratic and unrepresentative decision-making at their institutions and come up with positive and workable proposals for improvement.
 4. Campaign for better representation of women and BME in senior positions, and to remove masculine cultures by de-genderising the concept of leadership and "speaking out" against sexism.
 5. Stand up for values of democracy in higher education and ensure that education remains a tool for fighting injustice and building a fair and equitable society.
 6. Improve the involvement of students in decision making at all levels, making sure that they can fully represent the views of the student body on university committees and governing bodies.
 7. Ensure that students are adequately represented on the governing bodies of their institution, and that student governors have the right to speak as representatives of the student body and not merely as individuals.
 8. Provide the right training and support to union officers that sit on university committees and governing bodies.
 9. Empower course reps to champion the democratic voice of students in departmental decisions which affect them with the right training and support.
 10. Campaign for 'open books' – key information such as university finances must be shared fully with student and staff unions.
 11. Campaign for managements to pledge - and write into regulations - that they will not call police onto campus without permission from the SU.
 12. Create a legal fund to support students facing charges or legal costs as a result of repression.
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13. Develop policy for democratic control of institutions by staff and students, on the basis of restored public funding, linking it to the police question with the slogan "Reclaim your campus".

Motion 204 Challenge of the Learner Voice

Submitted by: Further Education Zone Committee

Conference believes:

1. Despite the increased profile of learner voice over the last 10 years, too often it is seen as a box-ticking exercise by providers, rather than an opportunity for students to influence colleges and the learning experience.
2. The government's "New Challenges, New Chances" policy poses a further threat to effective learner voice by deregulating the sector.
3. Learner voice is most effective when students' unions are empowered to build strong, effective partnerships with their institutions and provide opportunities for personal, social and citizenship education for students.
4. Well-funded, adequately resourced and student-led unions remain the exception to the rule in FE.
5. NUS must do more to support students' unions locally in winning the arguments with their institutions and setting clear development plans for better funding, resource and commitment for student-led learner voice.
6. Learner voice should be a clear mark of organisational performance from national inspectorate bodies.
7. Further Education students are increasingly diverse and more needs to be done to help develop innovative, localised models of representation for different learners, in particular apprentices and those based off campus
8. Unions need greater access to college performance data to enable them to build evidence-based campaigns to improve student experience
9. Since September 2013, colleges are able to directly recruit 14 and 15 year old students. However, these students are not entitled to membership of their students' union under the Education Act 1994.
10. All students enrolled on a course at college should be members of their students' union, regardless of age.
11. Government plans to shift funding for adult skills and apprenticeships to Local Enterprise Partnerships (LEPs) and employers represents a challenge for learner involvement in regional decisions on education provision.

Conference resolves:

1. To continue to support students' unions and colleges in building effective student-led, college-supported learner voice which empowers learners to improve the academic experience locally, regionally and nationally.
2. Commit to deliver greater targeted support to unions locally to help make the case for increased funding, resource and commitment from their institutions.
3. Be clear to the sector that college-funded, resourced and empowered students' unions should be commonplace across FE to ensure quality learner voice and student engagement.
4. Develop a strategy to increase learner voice in teaching, learning and education quality across the sector.
5. Working with the national inspectorate bodies across the UK, clearly define standards of learner voice within college inspection frameworks to put students at the heart of the college inspection process.
6. Work with Ofsted to increase student engagement with Learner View as a quality improvement tool.
7. Continue to consult with apprentices and students based off campus to develop strategies for effective learner voice for these learners.
8. Consult with students' unions, LEPs and employers to develop a learner voice strategy for the regional commissioning of adult skills and apprenticeship funding
9. Review the Education Act 1994 to ensure it is fit-for-purpose and that 14 and 15 year old students are legal members of their students' union.

Motion 211 If you don't like the way the table is set, turn it over

Submitted by: University of Bristol Union

Conference believes:



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1. The opening up of a market in Higher Education is increasingly turning universities' attention to how to 'compete' rather than how to widen participation.
 2. Where universities are externally accountable for widening participation targets (i.e. through fee plans, access agreements, outcome agreements, and in other ways) this does not prevent them from enacting other, regressive admissions policies which negate their other work.
 3. Our universities are more and more focused on recruiting the perceived 'best' students with the highest grades in order to boost their standing in league tables.
 4. The measures used by league tables as markers of quality do not account for educational disadvantage. They incentivise universities to recruit high numbers of students with the highest quantity of high grades [tariff points] and lots of social capital [employability], rather than making holistic assessments of students' potential.
 5. League table compilers are accountable to no-one other than their publishers.
 6. Universities are increasingly directing resources to attract these 'top' students, and are offering incentives such as guaranteed offers, free sports passes, better accommodation, bursaries or other financial incentives, or enhanced educational experiences for these applicants.
 7. These resources are not being spent on supporting students who need it the most.

Conference further believes:

1. Universities should recruit students based on a holistic assessment of their achievements, background, and potential, rather than on grades alone.
2. Universities should focus their available resources on retaining and supporting students in most need.
3. Initiatives to widen access are only effective if universities' other admissions policies do not undermine them.
4. Students and elected officers should continue to hold individuals accountable for poor decisions.
5. Students and elected officers can achieve change by challenging and changing the framework within which our institutions are working

Conference Resolves:

1. To continue to campaign against the idea of Higher Education as a market, in all its manifestations.
2. To continue to support students and elected officers to work with their universities on access measures like Access Agreements, Outcome agreements, and others.
3. To provide specific support for students and elected officers to challenge all universities' admissions and recruitment decisions outside of these measures.
4. To put together a compendium of 'worst practice', highlighting regressive and market-driven recruitment practices universities have put in place, as well as successful campaigns against these decisions by students' unions.
5. To campaign for national governments to scrutinise and regulate all universities' admissions decisions, not just specific access measures.
6. To hold league table compilers to account for their negative impact on widening participation, and demand they use measures that do not disincentivise or penalise universities who take progressive student recruitment decisions.

Motion 212 A clearer and more transparent employment indicator from the DLHE

Submitted by: Arts University Bournemouth

Conference believes:

1. That the HESA DLHE survey, and its subsequent 'Employment Indicator', provide prospective HE students with an idea of their potential employment and career prospects following graduation from a given institution - based on the whereabouts of recent graduates from that institution 6 months after graduating.
 2. That particular components of the DLHE survey result in a figure/statistic (i.e. the 'Employment Indicator') that can be both a misleading and untruthful reflection of respondents' actual employment statuses and career progression.
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3. That the DLHE 'Employment Indicator' is different to an employment rate (which the indicator is sometimes marketed and/or perceived as) in that it does not represent the proportion of a given group of graduates who are employed within 6 months of leaving a given institution. It, instead, is based on a mixture of an employment rate and a number of other factors which then only partially reflects an employment rate and indicates the likelihood of current and future employability (and subsequent employment).

Conference further believes:

1. That for the likes of 'voluntary or other unpaid work' and 'developing a professional portfolio/creative practice' to be classed as working full-time/employment is misleading and unethical.
2. That the manner in which the DLHE Employment Indicator is used by institutions is not always in the correct context or consistent, both internally and externally.
3. That the Employment Indicator has the tendency to give students a false sense of post graduation employment prospects - mainly due to the way in which the survey results are or aren't presented.
4. The employment indicator doesn't suggest whether graduates are in employment, work or activity that is of relevance to their studies, qualification and ambitions - i.e. whether their university has helped them into a job they wanted as oppose to any job.

Conference resolves:

1. To lobby for the implementation of a framework for HEI's which governs how institutions use DLHE data/the Employment Indicator to market themselves.
2. Lobby for students' unions to have access to a breakdown of the DLHE results/the 'Employment Indicator' and be entitled to a clear and thorough explanation of what the 'Employment Indicator' actually is/means and how it is calculated.
3. Lobby for HESA to review the structure of the DLHE survey and the make-up of the Employment Indicator figure.

Motion 213 Fitness for practice, not fit for purpose

Submitted by: Birmingham City Students' Union

Conference Believes:

1. Students who are on courses whereby there is a professional nature, whilst dealing with people (nurses, teachers, midwives) can go through Fitness For Practice (FFP) procedures if the University or Professional body/trust is concerned about the student's personal or professional suitability for the course or future profession.
2. A FFP panel is made up by various professionals, including University representatives, and often, placement provider representatives
3. If a student goes through the FFP procedure, and is found fit for practice by the board, placement providers can currently still refuse to take students back on placement.
4. When denied the ability to go back to their original placement provider, it is then very difficult to find a student a placement with a different provider to complete their placement.
5. If these students are lucky enough to get a placement with another provider, this can be anywhere in the country, which means students have to relocate causing stress and inconvenience.

Conference Further Believes:

1. The referral to fitness for practice is inconsistent within trusts.
2. Students can be referred to FFP for actions that might have been otherwise dealt with, if the same action was conducted by a member of NHS staff.
3. Given the potential to end a student's career, we think that there should be a review of how issues with students on placement is dealt with to make it consistent with how staff are treated.

Conference Resolves:

1. NUS will work with the NHS to ensure local trusts respect and recognise the decision of fellow Health Professionals in deciding that a student is Fit to Practice, and therefore provide them with another opportunity to complete their course.
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2. NUS will lobby the NHS to ensure that when students feel it necessary to transfer to a different trust, whether it is due to FFP decisions being upheld, or due to logistical issues, the NHS Trust system will do more to accommodate these students.
 3. NUS will complete a report in partnership with the NHS reviewing the circumstances of what a student can be brought to a Fitness for Practice disciplinary panel for. Thus ensuring all placement providers and universities understand what can be brought as an issue for FFPs, and what can be addressed separately through academic staff.

Motion 214 Their Jobs, our Education: Supporting Staff for fair pay

Submitted by: Edinburgh University Students' Union, Birmingham City Students' Union, University College London Union, Students Union University of the Arts, Central School of Speech and Drama Students' Union

Conference Believes:

1. Following 3 years of a pay freeze, the Universities and Colleges Employers Association (UCEA) has imposed a 1% pay offer for all HE staff in the UK on the national pay scale.
2. As a result, all HE staff who are not off the pay scale (everybody who isn't a senior manager) have had a 13% real terms pay cut over the past 4 years
3. This pay-cut has been labelled "one of the largest sustained wage cuts any profession has suffered since the Second World War."
4. That the pension schemes for both academic and non-academic staff have recently been attacked.
5. In 2011-2012 University senior management pay rose, on average, by five thousand pounds per year.
6. That this academic year saw, for the first time ever, coordinated strike action between UCU, Unison, UNITE and EIS.
7. That this strike action has included an exam marking boycott.
8. That industrial action in the FE sector over terms, conditions and bullying looks increasingly likely.
9. The cut to HE teaching grants of 45% since 2010/11 has had a drastic effect on staffing levels and conditions
10. Students have been made to bridge the funding gap through an increase in tuition fees to on average £8,507 (for 2013/14)
11. Already one of the highest in the western world, projected cuts to teaching budgets could lead to an increase in student/staff ratios to a level at which it is impossible to deliver a quality degree course
12. The lifting of the cap on student numbers could lead to a squeeze on staff/student ratios within some institutions and faculties, particularly post 92 universities which already have broadly higher ratios
13. In research carried out by UCU, a majority of academics report 'often' or 'always' neglecting tasks due to having too much to do
14. On average, education professionals as a whole work 11.1 hours in unpaid overtime per week
15. Median pay for academics has fallen in real terms by 2.26% since 2009 and 15% for support staff
16. Universities have sought to cut corners, through a gradual replacement of permanent academics with postgraduates and visiting lecturers, use of hourly paid staff to deliver large components of courses in the space of a few days, 'team teaching' and lectures delivered by video relay, amongst other measures
17. HE has one of the worst gender pay gaps of any sector, reported at 19.8% in 2013 by the UCEA.
18. Widening pay inequality is part of the marketisation of HE.
19. Workers and students should have democratic control over remuneration of management.
20. A pay ratio of 1:5 would ensure a fairer scale of salaries between the highest and lowest paid.

Conference Further Believes:

1. Although industrial action is likely to affect students in the short term, in fighting for their terms and conditions staff trade unions are fighting for the long-term health of a set of professions of which students are the primary beneficiaries.
 2. Universities and Colleges know that it is students who are harmed when staff are forced to take strike action. It is our members and our staff who are made to pay the price when senior management try to cut their wage bill.
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3. That the more staff has the support of students in the early stages of industrial action, the less likely it is that they will be forced to escalate their industrial action and therefore avoid inconveniencing our members.
 4. That the fates of the student movement and the staff trade unions are intimately entwined, together we are stronger.
 5. Managements are responsible for seeking to make staff and students pay the price for anti-social and irresponsible policies.
 6. That whenever staff are overworked, facing attacks on pay and pensions, casualised or insecure in their employment, students' education suffers
 7. The financial burden on students, and attacks on staff are unfair and unnecessary in the context of an estimated £120bn tax evaded by big business and the wealthy annually, as well as the £22,000 average pay rise for vice chancellors in 2013.

Conference Resolves:

1. Reaffirm our support for our staff in the ongoing HE pay dispute.
2. To publicly call on UCEA to meet the demands of the unions' for a fair and equitable pay settlement as soon as possible.
3. To campaign for an end to use of zero hours contracts and for a Living Wage for all university and college workers.
4. To offer maximum practical and political support to staff unions in their struggle against low pay, redundancies, excessive workload, and other attacks which affect their ability to deliver a good quality education
5. To make the issue of 'teaching on the cheap' a key demand of local and national campaigning, with associated demands for a restoration of the teaching grant to pre-2010 levels, to be used to fund permanent, salaried, properly trained staff
6. To call on university managements to implement budgets on the basis of what is needed to provide a good quality education, and to support them in campaigns to fight for the necessary funds from central government should they do so
7. To link up this campaigning work with other public sector workers and service users to defeat the government's austerity agenda
8. Run a national campaign for a 5:1 pay ratio, including rolling protests against institutions that don't pay all staff a Living Wage, highlighting VCs' pay.
9. Campaign for democratic control over pay.
10. Baring a vote to the contrary at NEC which must be ratified at the following conference, to give our full support to our staff trade unions in any future industrial disputes.

Motion 215 A new deal for Education Funding

Submitted by: National Executive Council

Conference Believes:

1. The Coalition Government's 2010 higher education funding reforms sought to continue a trend of redefining direct public investment in education as private debt resting on the shoulders of individuals
 2. The Government pays more than £7 billion annually to fund higher education tuition fee loans alone; of this the most recent revised figures suggest that up to 40 per cent will be covered by public sources due to non-repayment.
 3. The extension of a funding system framed in terms of loans and debt to individual students has created a destructive narrative of 'waste' in place of one where the public investment in higher education can be properly recognised and celebrated as vital to a fair, sustainable and prosperous society
 4. The 2010 funding system has left students facing the prospect of paying twice for higher education: once in the form of loan repayments and subsequently through taxation to fill a putative economic black hole, which is neither fair nor sustainable.
 5. The narrative of waste has hastened the sell-off into private hands of a public asset in the form of student loan book, and with no legal protection for students' terms and conditions, putting repayment thresholds and rates at risk of amendment.
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6. The higher education tuition fee 'sticker price' drives a marketised system in which students are encouraged to make narrow choices on the grounds of costs that in reality they may not end up paying.
 7. While those who access higher education remain disproportionately those from higher socio-economic groups, a universal public subsidy will not win over public support.
 8. An alternative funding system that moved from loans and debt to individual entitlement and fair contributions from graduates in employment would build and maintain popular support for public investment to pass on the opportunity for the next generation to benefit from higher education
 9. Any alternative funding system must not maintain an artificial divide between further and higher education, and should move towards a model of funding that enables individuals to access the type of education they need at the point they need it.
 10. Any alternative funding system should ensure that all students in education have the financial support to succeed.
 11. The Student Opportunities Fund exists to provide institutions with pots of money to great better access to higher education for students from underprivileged backgrounds.
 12. The Student Opportunities Fund faced a £400m cut this year of which £350m was saved by the student movement.
 13. It is not acceptable to pit access and retention against each other in order of importance as both hold the key to a successful education system.
 14. In England & Wales, asylum seekers are categorised as International Students. In Scotland they are categorised as home students but are not entitled to student support packages.
 15. Education changes lives. OECD data indicates that life expectancy is strongly associated with education.
 16. The 1999 Asylum and Immigration Act is the legal framework by which asylum seekers and refugees are dispersed across the UK, with a high number historically being settled in Glasgow, which has the lowest life expectancy in the UK with an average life expectancy in some areas of just 59 years old for men.
 17. There is an alternative paying for university through tuition fees or a graduate tax – public investment for free education.
 18. The proposal to replace tuition fees with a 'graduate tax' is simply replacing one form of student debt with another. Under both systems the experience for the overwhelming majority of students would be the same: to pay tens of thousands of pounds for a university degree over the course of a number of decades after graduation, taking the form of automatic deductions from graduates' wages every month.
 19. Higher education is a public good and should be free for everyone to access.
 20. Free education would pay for itself. The government's own figures show that for every £1 invested in higher education the economy expands by £2.60.
 21. Investing in free education would not only offer opportunities for young people but would play a central role in reviving the economy now and in promoting longer-term prosperity and growth for the future.
 22. There is an austerity agenda that refuses to fund education properly, which produces a false choice between underfunded, fee-laden, debt-ridden education for the many or free, elite education for the privileged few.
 23. This is no choice at all.
 24. NUS believes in democracy – but political democracy is incomplete when the distribution of wealth is violently unequal and undemocratic.
 25. Vast wealth lies in the coffers of a handful of rich, powerful people and their private businesses, instead of being invested in socially useful purposes such as education.
 26. In 2008, the UK government spent £850 billion to bail out banks, but these banks have continued to operate much as before, instead of being required to spend that public money on the public good.
 27. If this wealth was instead under democratic control, our society could use it to build a comprehensive accessible free education system for all and pay every education worker decently, and still have plenty left over for free, world-class healthcare, good social housing, and decent public services and benefits for all.
 28. NUS should reaffirm the idea that education is a right not a privilege.

Conference further Believes:

1. Access to education is a fundamental human right, enshrined in Protocol 1, Article 2 of the Human Rights Act (1998) which states that: "No person shall be denied a right to an education."
 2. Treating asylum seekers as international students effectively denies them access to education.
 3. Treating asylum seekers as home students whilst preventing access to student support denies them access to education.
 4. It is of economic benefit to have a highly skilled, highly trained population.
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Conference Resolves:

1. To forge a new deal for education funding to unify public investment in further and higher education and campaign for it ahead of the 2015 general election.
 2. To support sustained public investment in further and higher education and to promote its role in creating a fair and prosperous society
 3. To support moves away from increasing fees and debt, towards a model of entitlement for students and contributions from graduates in order to pay it forward and to ensure the next generation can also benefit from public education provision
 4. To support a system of contributions to higher education determined by the real earnings after graduation, not variable sticker prices, and which includes an employer contribution.
 5. To campaign against the sell off of the student loan book into private hands
 6. To campaign to ensure the terms and conditions of existing student loans are enshrined and protected in primary legislation.
 7. To campaign for substantial increases in the financial support available to those in study.
 8. To raise wider questions looking at how access and retention activity is funded, spent and assessed and what alternative models might look like to enable greater success.
 9. For NUS to call for an immediate end to and reversal of the Government's target of reducing immigration.
 10. To call for asylum seekers to be classed as home-students for the purposes of tuition fees and student support.
 11. For NUS to work with STAR to lobby on an institution-by-institution basis to create scholarships and dedicated support for asylum-seekers.
 12. For NUS to work with the Scottish Refugee Council and the Refugee Council on this issue.
 13. To reject the absurd idea that our society lacks the resources to provide decently for its citizens, and make campaigning for the democratisation of our society's wealth a priority running through NUS's work.
 14. To make the case for free education and demand that free, accessible, quality education, and decent wages, public services and benefits, are funded by:
 - a. Ending tax evasion and avoidance and cracking down on tax havens
 - b. Imposing serious taxes on the incomes, inheritance and capital gains of the rich
 - c. Taking the banks, and their wealth, under democratic control
 15. To raise these demands in particular when putting forward positions on fees and education funding, and when organising protest actions.
 16. To oppose and campaign against all methods of charging students for education – including tuition fees and a 'graduate tax' which is nothing more than a euphemism for 'student debt'.
 17. Foundation courses should be free of fees for all students, regardless of age or nationality, with full access to a grant.
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Zone | Society and Citizenship

Motion 301 Employ-my-ability

Submitted by: Society and Citizenship Zone Committee

Speech For: Society and Citizenship Zone Committee (2 minutes)

Speech Against: Free (2 minutes)

Summation: Proposer of last successful amendment (1.5 minutes)

NUS Conference Believes:

1. Students and young people are facing a serious lack of jobs and opportunities.
 2. Government and too many employers are failing to adequately tackle the youth employment crisis.
 3. Education no longer offers immunity to struggling in the job market that it once did.
 4. NUS has a responsibility to represent students on more than just matters relating directly to education.
 5. Students and students' unions have great potential to influence the employment landscape both in their local communities and nationally.
 6. The job market is geared towards the interests of employers and not employees, especially younger workers, and many jobs do not adequately develop young people's skills to help them succeed.
 7. 80% of students undertake study because they believe it will help their employment prospects and our members consistently express anxiety about what happens next for them after they complete their studies.
 8. The challenges of the current job market are a complex, interrelated set of issues that include, but are not isolated to youth unemployment.
 9. Workers are facing an erosion of their rights at work and there has been a worrying rise in insecure employment, such as zero-hour contracts.
 10. Low pay is becoming an increasing problem. The apprentice minimum wage is only £2.60 and Four out of five new jobs created since 2010 are paid at less than £8 an hour according to the TUC.
 11. Youth unemployment has fluctuated around the 1 million mark since the onset of the recession.
 12. Since 2008 there are also 1 million more people who are underemployed and 2013 HESA data indicated that a third of graduates are working below their skill level after graduating.
 13. The job market is polarising, with a growth in lower paid and lower skilled jobs and less mid-level jobs that study-leavers would historically have taken up.
 14. Young people are more likely to be affected by certain problematic employment issues and practices. Amongst the 16-24 year old age bracket, 1 in 5 have done an unpaid internship and 37% of all UK workers employed on Zero Hour contracts are within this range.
 15. The job market is not a level playing field for all study-leavers. For example, those leaving FE are twice as likely to be unemployed as graduates; those with none or lower level qualifications facing greater barriers to decent employment; young black men are almost twice as likely to be unemployed as young white men, and those who have been involved in the criminal justice system can face very significant barriers.
 16. Dealing with the current lack of jobs and opportunities requires decisive and meaningful action from government and employers and a strong NUS will only be able push for this action as a part of a broad-based alliance with Trade Unions and other civil society organisations.
 17. That NUS's employment summit and its campaigning partnership agreement with the TUC provides a strong base for such collaborative campaigning.
 18. Students' unions commonly support students in entering the workforce through employability programmes that develop their skills.
 19. Employability programmes are an important and influential activity in supporting students, but will only ever change the fortunes of individuals, not a generation.
 20. A focus only on employability risks placing the onus on students and their apparent lack of skills, rather than challenging the structural causes for a lack of quality opportunities to enter the workforce in the first place.
 21. There is a growing problem in terms of unemployment and underemployment for older members of the labour force who cannot access the education and training they need to reskill and upskill.
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22. Many of the students who undertake study to increase their employment prospects are mature and part time students, who face unique barriers to employment.
 23. A recent review of part-time and mature higher education found that many employers and potential students are not sufficiently aware of the value of part-time higher education and do not always fully understand the options, including financial, open to them.
 24. Upskilling and reskilling are key reasons many part time students give for undertaking further study, yet across the sector, numbers of part time students are declining.
 25. Students often seek employment on campus as the most convenient means to support themselves through education. Institutions are frequently outsourcing campus jobs in a bid to cut costs and undermine workers' rights with the effect of limiting students' on-campus employment opportunities to private companies who make use of exploitative zero-hour contracts and fail to pay the Living Wage as well as providing less favourable employment conditions to many Higher Education Institutions.

NUS Conference Resolves:

1. To deliver a regional training programme for students and students' unions on how to organise on local employment issues.
 2. To use the findings of NUS' Commission on Students and Work as the basis for policy and campaigning activity in the run up to the general election.
 3. To conduct primary research on student experiences in the job market.
 4. To provide guidance to students' unions on non-exploitative employment practices for their own workers.
 5. To continue campaigning on specific employment issues, to include the Living Wage, unpaid internships, zero-contract hours, better pay for apprentices and apprenticeships or more consistent quality.
 6. To continue building and strengthening our relationship with Trade Unions and other civil society organisations.
 7. To work more closely with youth organisations, youth services and criminal justice based organisations on this shared issue.
 8. To work with employers and employer confederations to improve the quality and quantity of opportunities for students and young people.
 9. To work with university and college departments to encourage creation of links with potential employers and creation of opportunities.
 10. To constructively engage NUS' own supply chain in improving the quality and quantity of opportunities for students and young people.
 11. To work with employers to promote the benefits of study and further study to older members of the workforce, including addressing employer- focused part time provision.
 12. To consider and include the needs of the significant number of mature and part time students in our work around employment issues, recognising that older members of the workforce face barriers to work.
 13. To campaign for the Minimum Wage to be raised to the Living Wage and all age and other exemptions abolished.
 14. To campaign against the outsourcing of jobs on campuses which only serves to make the working conditions of students and other workers more precarious.
 15. To work with the TUC and its youth sections to campaign for the unionisation of student workers in order to bolster the protection of students' rights at work and to allow them to benefit from collective bargaining.
 16. To urge all CMs to pay a living wage and end use of zero hours contracts.
 17. Do new research on the kind of jobs NUS members do, as the basis for a campaign against low pay and precariousness, working with trade union youth sections.
 18. Campaign for the Minimum Wage to be raised to the Living Wage and all age and other exemptions abolished.
 19. Campaign to unionise students who work.
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Zone | Welfare

Motion 501 Homes fit for study

Submitted by: Welfare Zone Committee

Speech For: Welfare Zone Committee (2 minutes)

Speech Against: Free (2 minutes)

Summation: Proposer of last successful amendment (1.5 minutes)

NUS Conference believes:

1. Students live across a wide range of housing types including rented accommodation, halls, social housing and in their family home.
2. The private rented sector has recently come under increased scrutiny, following on from the revelation that the number of people living in the sector had doubled in the ten years to the 2011 Census.
3. Currently, anyone can set up as a letting agent, and as long as their fees are made clear, letting agents outside Scotland are allowed to charge whatever level of fees they like.
4. The NUS/Unipol Accommodation Costs Survey found that the proportion of purpose-built student accommodation under private ownership is now believed to be 42 percent. This has increased from just four percent ten years ago.
5. Private purpose built student accommodation is generally much more expensive than that owned by an institution, with the same research showing that on average it is 18 per cent more expensive per week (last year sitting at £140.07 per week compared to £118.49 for institutions).
6. In London, the average rent charged last year by a private provider was £220.97 equating to over £10,000 per year.
7. In addition to providing less affordable non-en suite or twin rooms than institutions, private providers are less likely to provide rooms for students with dependent children or accessible rooms for disabled students.
8. There are many students who live in the family home – either in the form of students who live with parents/carers or students who live with partners and/or dependents.
9. It is a legal requirement for money taken from tenants in the form of a deposit to be placed in a government approved tenancy deposit scheme that protects both tenants and landlords in how that money is returned or deducted.
10. There are three tenancy deposit schemes. In 2013 there was a fourth set up which ended up withdrawing putting students deposits at risk of being returned.
11. The Localism Act 2011 made changes to tenancy deposit protection, tightening up how landlords were required to have deposits protected and requirements to what tenants needed to be provided with in order to be informed about their deposit.
12. Fuel bills have risen over 37% since October 2010.
13. The provision of gas, electricity and other domestic fuels is a public good provided by liberalised markets.
14. Students belong to a broader category of consumers who are penalised because of issues with direct debits, landlords and a lack of general market knowledge.
15. Fuel poverty results from having to spend more than 10% of your income on energy and is at near record levels.
16. Students suffering from fuel poverty are at risk of academic failure and social stigma.
17. The government's unfair cut to welfare support for 18 year-olds in FE colleges means thousands of vulnerable students will be left without access to vital student welfare support.
18. Student housing rent increases year on year, whether students are living in university halls, privatised halls or private rented accommodation. In far too many cases student loans and grants barely cover the cost of accommodation.

NUS Conference further believes:

1. All people have the right to a decent home in which they feel comfortable, safe and secure.
 2. Housing provides the basis from which students can thrive in their studies, jobs and personal development.
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3. The UK is in the midst of a serious housing crisis. This affects both students and non-students alike with the government failing to take any real action to generate affordable housing supply, and universities increasingly following a market-driven model for accommodation
 4. The variety in student housing is significant, with no such thing as an 'average student house'.
 5. Tenants are exploited by greedy landlords and letting agents and students are disproportionately affected by this, seen to be less worthy or more vulnerable tenants.
 6. The Homes Fit for Study research provides an opportunity to influence the agenda around the private rented sector, taking advantage of a strong evidence base.
 7. Article 4 Directions to limit increases in shared housing have now reduced the availability of shared housing for students in many places in England.
 8. In Wales, there are signs that there is some appetite to extend Article 4 powers across the border.
 9. True change in the private rented sector will only come with both tenants' better understanding their rights and legislation and enforcement being improved.
 10. NUS should therefore aim to take simultaneously both a bottom-up (tenant empowerment) and top-down (influencing decision-makers) approach.
 11. NUS should use its voice to condemn unfair practises in the private rented sector calling out those who wish to profit from tenant exploitation
 12. There is, in particular, an absence of information, advice and guidance on housing in FE, both for students during their current course, and for making the progression to HE.
 13. The student population using the private rented sector acts as an effective springboard for wider discussions about renting given many students will continue to rent after study.
 14. There should be an open and honest relationship between accommodation providers, students' unions and students.
 15. Students' unions should be actively and comprehensively engaged in the rent-setting, ongoing strategy and future development plans for purpose-built accommodation their members live in.
 16. Currently it is not clear how students' unions can engage in these processes, as relationships between institutions and private providers can be unclear, making it difficult to know who to approach.
 17. Students' unions are rarely invited to participate in conversations on rent-setting and strategy in purpose built accommodation.
 18. Most of NUS' work around housing consists of aiming to support students who live in rented accommodation.
 19. Students living in the family home can face huge barriers in feeling a part of both their academic and social community.
 20. Since changes from the Localism Act were brought in in 2012, we haven't seen enough improvement in the amount of student tenants both understanding how deposits work and enforcement of action against unfair charges.
 21. That anecdotally we have seen landlords and agents move away from taking deposits and instead charging non-refundable admin fees to cover costs of damage which is unfair to students.
 22. That where a fee is being taken it is in students best interests for it to be a deposit that is protected in a tenancy deposit scheme, giving tenants protection when it comes to getting their money back.
 23. With three different deposit schemes in place it can be difficult for students to find out if their deposit is protected.
 24. Rising energy bills are a barrier to all students homes being fit for study.
 25. Firms entering the market and explicitly targeting students with bill-splitting schemes represent a serious risk of mis-selling to students.
 26. New rules from Ofgem (the energy regulator) forcing energy companies to use standing charges will hit students who only live in a property for part of the year or try to cut down on their consumption generally.
 27. Many landlords insist on controlling students' energy supplier via their AST, despite this being an unenforceable contractual term.
 28. The ever-increasing cost of energy threatens to make living away from home less of an option for many students.
 29. Some new and unusual energy companies may reflect students' needs and lifestyle.
 30. The crisis in student housing is related to both the corporatisation of universities and a broader housing crisis.
 31. The Financial Times reports average student rents of £190 a week in London, £124 in Leeds, £119 in Manchester, £115 in Birmingham and £114 in Nottingham. The Telegraph reports £90 a week in Norwich, Exeter, and Cambridge.
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32. Out-of-control prices and issues like quality of accommodation and facilities are often linked to privatisation or outsourcing of halls.
 33. Private accommodation brings similar issues, as well as distinctive ones about contracts, bad landlords, maintenance, etc.
 34. The crisis in student housing is related to both the corporatisation of universities and a broader housing crisis: lack of affordable housing, decline of council housing, soaring private rents, cowboy landlords.
 35. A lack of well-paid part-time work, rising energy, rent costs and increasing travel costs means that many students are forced into taking multiple jobs or working excessive hours, hitting the welfare of students hard.

NUS Conference resolves:

1. To lobby strongly for regulation of letting agents, including a banning of fees, and an amendment to the Enterprise and Regulatory Reform Bill to ensure that tenants are awarded the same protection already awarded to homebuyers.
 2. To call for compulsory smoke alarms and carbon monoxide detectors in all rented housing.
 3. To work with students' unions and other sector partners to assess the impact on access to affordable housing caused by Article 4 Directions.
 4. To create, in collaboration with others in the sector, modules of Tenant Activist Training which could be rolled out to students' unions across the UK.
 5. To ensure that the content of the above training is applicable to further education encouraging city-wide project collaboration across students' unions.
 6. Support the creation of tenants' unions and the engagement of students' unions with tenants' unions in the community.
 7. To support students' unions in the creation of letting agents and accreditation schemes locally, as well as to tackle the issues around rent guarantors.
 8. To work with the sector to produce guidelines for how accommodation providers should engage respectively with students and students' unions
 9. To continue to support students' unions to make the case for affordable and appropriate accommodation locally.
 10. To use the Homes Fit For Study research to identify numbers and patterns of students living in the family home.
 11. To provide guidance to students' unions on how to work effectively with students living in the family home.
 12. To ensure students living in the family home are considered in all aspects of NUS' work, including how pastoral support services work for them.
 13. To make the case that despite changes to tenancy deposit protection, many students are still unaware of their rights around protection and need to be empowered to take action where necessary to have their money rightfully returned.
 14. To call for better enforcement of action being taken against landlords who fail to place deposits in tenancy deposit schemes.
 15. To call for deposit protection to be logged on a national database that makes it easier for students to find out if their deposit is protected.
 16. For any national databases to be separated and set up in the nations where required.
 17. To develop relationships with tenancy deposit schemes to ensure that their information and services are student friendly and easy to use.
 18. For Tenant Activist Training to include information about how tenants can be empowered to use the tenancy deposit scheme to get their money back.
 19. To work with tenants unions to ensure that local housing markets respond to examples where landlords do not protect deposits and empower tenants to take action.
 20. To lobby against Ofgem rules on standing charges alongside the broad consumer movement.
 21. To investigate new companies offering bill-splitting services and assess what real service they provide.
 22. To run an empowerment campaign to enable students to better use direct debit (the cheapest way of paying for energy) and challenge landlords' behaviour in this area.
 23. To work with companies like Ebico (not for profit) and Co-operative Energy in marketing specific services for student households.
 24. Encourage the creation of housing campaign groups as a step towards tenants' unions on every campus.
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25. Develop a charter of demands also including universities acting as guarantors for international students; the abolition of letting agents fees; permanent tenancies; taxing empty and multiple homes; rent controls; a council house-building program.
 26. To produce materials on how to organise rent strikes.
 27. Encourage the creation of housing campaign groups as a step towards tenants' unions on every campus.
 28. Develop a charter of demands also including universities acting as guarantors for international students; the abolition of letting agents fees; the introduction of permanent tenancies; taxing empty and multiple homes; rent controls; a council house-building program.
 29. To produce materials on how to organise rent strikes.
 30. To work with trade unions to launch a major campaign to tackle the student cost of living crisis - for reduction in energy bills and travel costs by renationalising these monopolies; for job creation and a living wage; for rent controls to take on rip-off landlords.
 31. To organise major campaigns to reduce spiralling university accommodation costs and promote student tenant rights.
 32. To fight all cuts facing student welfare services, including the proposed 17.5% cut facing colleges

Motion 502 Local Public Services

Submitted by: Welfare Zone Committee, Mature and Part Time Committee

NUS Conference believes:

1. There have been significant cuts to local authority budgets in recent years
2. The restructuring of the NHS in England has shifted decision-making power to new bodies and individuals.
3. In NUS polling, just 14 per cent of students felt that they could influence local public services in their area, compared to 69 per cent who felt that they should be able to.
4. Services are operating under increasingly tight financial imperatives.
5. Students don't always believe that they fit into the categories that services are designed to provide for, limiting their access to services.
6. The strength of local public services rely on those in power in Local Authorities to make good decisions, reject cuts and prioritise putting money into areas that help the most vulnerable.
7. Many councillors elected in the last set of local elections stood on platform full of anti-student rhetoric promising to 'save local areas from 'studentification'
8. Since then students have been villainised and blamed solely for issues relating to litter, anti-social behaviour, crime and poor upkeep of local neighbourhoods.
9. The fight to defend the NHS continues, including important victories like Save Lewisham Hospital and innovative campaigns like the 4:1 Campaign for guaranteed patient-staff ratios.
10. Personal Extenuating Circumstances (PEC) procedures at HE and FE institutions require the student claiming to provide extensive evidence, applications can be stressful and distressing, often worsening the impact of the illness or other condition causing PEC.
11. Many GPs and other Healthcare providers impose charges for evidence, particularly sick notes for less than seven days and doctor's letters, charging for evidence may put further stress and strain on students, both mentally and financially.
12. Students may require evidence of illness early in their course, sometimes even before they have had the opportunity to register or meet with a GP in the area.
13. Charges within the NHS should be minimal and only where justified because services are outside the basic NHS package of care and/or to act as a deterrent to frivolous services, neither of which are applicable to charges for evidence.
14. Institutions and healthcare providers should attempt to minimise the impact of PEC applications on students, including where possible moving towards a system where students report PECs through online systems and establishing better links between healthcare providers and institutions.

NUS Conference further believes:

1. Students are a part of their local communities and should be engaged in the design and delivery of local services.
 2. Decision-making processes are often opaque and not accessible to students or students' unions, and students are too often ignored by those making the decisions.
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3. Many local authorities have sought to cut costs on things which affect students, including a number who are turning off streetlights for large proportions of the night.
 4. As decision-making and service providers become more fragmented, services could become detrimentally inadequate for students, particularly disabled students who have complex health needs.
 5. The measures for a health levy for migrants contained within the Immigration Bill would represent a substantial cost for international students coming to the UK which is both immoral and economically imbalanced.
 6. 15 years on from the Macpherson Report, there remains a problem with both the perception and reality of institutional racism within the police force. Students' unions should be able to determine whether and how they wish to engage with their local force in relation to the safety of their students.
 7. Public transport is becoming increasingly expensive, and there are often no subsidies available to students.
 8. Students on placement who receive support for this are often required to pay for transport costs upfront and there can be a long delay in them being reimbursed.
 9. In addition, there is inadequate access to transport in many locations, especially rural areas, and services are often not accessible for disabled students.
 10. NUS should create active partnerships with other organisations and bodies to campaign in this area for impact that goes beyond students.
 11. Local services should be designed to meet the needs of people who live there. Local authorities should make decisions about students' and local people's access to services based not on their mode, place or level of study but on their need and means to pay.
 12. All students should have access to services provided by local authorities, but current provision does not always reflect the needs of mature and part time students.
 13. Students are being made a scapegoat for poor decisions and actions in Local Authorities.
 14. If students were mobilised to vote they could be a huge swing in local elections, particularly in campus cities.
 15. Local democracy outside of elections can also have a huge impact on matters of student welfare through consultations, authority plans and council recommendations.

NUS Conference resolves:

1. To reiterate its opposition to the restructure and the backdoor privatisation of the NHS in England and work with key partners to secure a better NHS across the UK in future.
 2. To work with those expert organisations already leading on saving the NHS and lend our support to it.
 3. To create a manifesto for partnership for students and public services.
 4. To produce guidance for students' unions on how to engage with a range of different decision-makers and service providers on the full range of local service issues including health, transport, crime and policing and waste and recycling.
 5. To support efforts to campaign against the switching off of streetlights.
 6. To campaign against proposals for a health levy placed on migrants to the UK.
 7. To call for automatic GP registration on enrolment.
 8. To examine the 'joins' between community and mental health services provided by universities and colleges, to consider how these could work together more effectively.
 9. To acknowledge the nuanced views amongst students and students' unions regarding the police and whether they should be welcome on campuses and work with the Society and Citizenship zone to support students' unions who wish to implement 'Cops off Campus' policies.
 10. To unite in fighting against racism present in all public services.
 11. To support students' unions in trying to get representation on local decision-making bodies which relate to key public services.
 12. To lobby for a national transport subsidy to ensure that students can access discounted fares on buses and trains, prioritising groups with more acute needs in relation to transport such as FE and placement students.
 13. To support students' unions in lobbying for their institution to offer loans for placement students who have a delay before receiving reimbursements, as well as transport bursaries for students who receive no support for the placement element of their course.
 14. To ensure that work on local public services is inclusive of the Nations.
 15. To call for inclusive provision of all local authority services, including sexual health and transport, ensuring all public services are delivered and funded in way that allows all those who need it to avail themselves of it.
 16. To support students' unions in their efforts to have an impact on local elections in both 2014 and 2015.
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17. To mobilise students to vote in local elections and condemn candidates standing on factually incorrect anti-student rhetoric.
 18. To help make the case for the importance of sufficient health services, good transport links, rigorous and effective housing regulation and adequate waste management services in local areas and the impact this can have on students.
 19. To provide support for students' unions on understanding cycles of local democracy and how to have an impact, such as through taking part in consultations, lobbying councillors, getting speaking rights at council meetings etc.
 20. Organise a national activist event on defending the NHS and the issues implications for student welfare, working with welfare officers, the 4:1 Campaign, the Students for the NHS network and local campaign groups.
 21. In the run to the election, campaign with trade unions for Labour to make clear commitments to reverse cuts, privatisation and outsourcing and rebuild the NHS as a comprehensive public service.
 22. To lobby appropriate bodies, including national and regional NHS representatives, to first cap, then work to eliminate, charges for evidence.
 23. To support students' unions in campaigning against charges by local practitioners.
 24. To consult and seek the support of institutions, Healthwatch, The Kings Fund, and other bodies with regards to these objectives.

Motion 511 Stand up to racism

Submitted by: Mid-Kent College Students' Union, NUS Black Students' Committee, Middlesex Students' Union, South and City College Birmingham, SOAS Students' Union,

NUS Conference believes:

1. NUS must actively campaign against racism, Islamophobia, anti-Semitism and fascism as these are dangers which threaten the welfare of millions of students.
2. As the cuts bite politicians are increasingly calling for draconian 'anti-immigration' policies and whipping up hostility to migrant workers and Black communities in a bid to distract people from the real cause of falling living standards: the government's austerity agenda.
3. Our campuses are not immune from this racist climate. The Home Office has attempted to deport over 2,500 international students from London Met and the authorities at a Birmingham college attempted to ban Muslim women from their right to choose to wear religious dress. Both of these attacks were only stopped by big campaigns from NUS.
4. The student movement must never give a platform to fascists because fascism seeks to eliminate free, speech, democracy and annihilate its opponents and minorities.
5. The lesson of the 1930s was that the Nazis used violence to gain power and carry out a Holocaust. They slaughtered millions – in the gas chambers and concentration camps – of Jewish people, Eastern Europeans, communists, trade unionists, Romani, LGBT and disabled people.
6. Giving fascists a platform in the student movement destroys the safe spaces our campuses must be for the diverse student population.
7. While the far right is in disarray, there is no room for complacency.

Conference further believes:

1. The conditions which have fed the far rights' growth are still there:
 - a. Widespread hostility to migrants, encouraged by a government and press promoting the idea that immigration is a problem;
 - b. Widespread anti-Muslim racism;
 - c. Huge cuts and perceptions of a struggle for scarce resources;
 - d. A Labour Party which has failed to challenge the Tory narrative on immigration and cuts;
 2. While Unite Against Fascism its widely discredited for its lack of democracy, its manoeuvring with regard to local campaigns, recent sexual assault scandals and its wider politics, there is a need for a national anti-fascist network.
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3. We need an anti-fascist network which;
 - a. is genuinely democratic, allowing activists to debate the way forward;
 - b. combines mass mobilisation with willingness to confront the far right;
 - c. fights for demands to the social demagogy of the far right: black and white, all religions and none, British-born and migrant - unite for jobs, homes and services for all.

NUS Conference resolves:

1. To actively challenge racism, Islamophobia, anti-Semitism and fascism.
2. To reaffirm NUS' No Platform for Fascists policy and continue to campaign for its full implementation within NUS and all Students' Unions.
3. Reaffirm our support for NUS organising an annual Anti-Racism/Anti-Fascism Conference and providing adequate resources for this work.
4. Work with trade unions and anti-racist organisations to mark UN Anti-Racism Day with 'Stand Up To Racism' events.
5. Mobilise for anti-fascists protests and campaigning.
6. Produce dedicated NUS anti-fascist materials including this perspective.
7. Not affiliate to UAF or any national anti-fascist campaign, but as appropriate work with a variety of local and national campaigns.

Motion 512 Childcare for All and Not Just For One

Submitted by: Bexley College Students' Union, LeSoCo Students' Union

Conference Believes:

1. Students with children are lacking support in childcare.
2. Eligibility for part-time students to receive childcare funding or grants are not available.
3. Funding is only provided to those that have registered child-minders or nursery providers.
4. Student parents are made to pay initial deposits for nursery out of their own pockets.
5. Student parents are unable to attend lessons consistently because of childcare issues.
6. The outcome of having to withdraw from a course due to the lack of childcare provisions could impact on the mental state of the Student parent which could cause implications to their welfare.

Conference Resolves:

1. Further access to funding made available for part-time student parents to contribute to childcare.
2. More funding made available for students parents to contribute to childcare.
3. Allowances to be made for unregistered child-minders (family and friends) to receive payment as incentives for looking after children whilst parents are studying or work placements.
4. Work placements and course learning hours to be combined together to make up the overall course hours as there is also a childcare cost in completing work placements.
5. More support provided to student parents in terms of childcare issues.

Motion 522 Care leavers in education

Submitted by: Students' Association University of West of Scotland

Conference believes:

1. Children and Young People who have been looked after ("in care") are more likely to see the inside of a prison than the inside of a university.
 2. The Scottish Government recently passed the Children & Young People Bill which includes for the first time a "Right of Return" for looked after young people to return to their care placement to the age of 21, providing parity with their non-looked after peers.
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3. As of 24th broken down as follows: England – 73, Scotland – 9, NI – 1 and all 8 of the Universities in Wales. Many colleges have recently achieved or are working towards the Buttle Quality mark for colleges which was introduced in 2012.
 4. The Who Cares? Trust has produced an HE handbook for care leavers, a guide which sets out exactly what universities and colleges across England and Scotland offer care-experienced students. As an example of best practice, Glasgow Caledonian University offers free 52 week accommodation to students coming from a looked-after background.
 5. The care leavers grant provided by the Student Awards Agency for Scotland (SAAS) has been claimed 7 times in the last 8 years.
 6. Buttle UK has been working closely with the Scottish Funding Council to embed the principles of the Buttle Quality mark into Outcome agreements.

Conference further believes:

1. Looked after children face serious disruption in their education due to frequent moves.
2. Staff at our institutions are passionate about supporting care-experienced students but lack clear guidance on how best to do this.
3. If Glasgow Caledonian University can offer free 52 week accommodation to care-experienced students then so can Oxford University.
4. Education changes lives. OECD data indicates that life expectancy is strongly associated with education.
5. The Buttle Quality Mark provides a framework to improve and accredit support for Looked After Children and Care Leavers. This kind of support must become the statutory responsibility of our Universities and Colleges.
6. It is vital that NUS develops understanding of where people with care experience sit within our liberation campaigns.

Conference resolves:

1. For the Vice-President HE and Vice-President Welfare to work with The Who Cares? Trust and ensure that all HE institutions in the UK are represented in future editions of the HE handbook.
2. NUS to collaborate with Buttle UK on promoting the Buttle Quality mark to all UK colleges and universities.
3. NUS to lobby all relevant funding bodies to embed statutory support for care leavers.
4. NUS to research and work to better the lives of care leavers across the UK. February 2014 there are 91 Universities in the UK with the Buttle Quality Mark

Zone | AGM

Motion 701 Fair Representation on NUS Committees

Submitted by: NUS Woman Committee

Conference Believes:

1. That despite women making up 56% of further and higher education students, when it comes to positions of power and steering the movement, women make up just over 1/3 of Presidents.
2. Only 20% of University professors are women and 14% of University Vice Chancellors are women
3. Less than half (41%) of College Principals in England are women (Women's Leadership Network 2013)
4. Womens' representation in the House of Commons sits at 22% and the UK ranks 57th in the world for women's representation in parliament
5. Black, LGBT and Disabled women in particular are even more underrepresented in the student movement and wider society

Conference Further Believes:

1. That in order for NUS to be taken seriously as a democratic membership organisation it is important for our democratic legitimacy that our structures and decision makers reflect the membership that we seek to represent
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2. We must have the right approach to tackling the problem; we know from experience and research that this means we have to do three things: cultural change (e.g. tackling lad culture), individual capacity building (public speaking training, confidence building etc) and reserved places for women in democratic and decision making structures. In order to achieve long term change and eliminate the inequality women face in relation to power and decision making we need to do not one or two of these approaches, but all three together.
 3. That reserving places for women is important for increasing the quantity and diversity of women who run for election, in particular black, LGBT and disabled women.
 4. That NUS Wales have reserved places for women on their committees since 2008, and this has had a clear visible impact on the quantity and diversity of women running for election.
 5. That NUS UK has made Women in Leadership an organisational priority for the year 2013/2014 working to tackle the capacity building and cultural change aspects of women's underrepresentation in NUS, however we don't have fair representation for self defining women embedded in our own structures.
 6. That the NUS Women's Campaign has been mandated by policy from Student Unions to introduce reserved places for self defining women on decision making bodies in NUS UK.

Conference Resolves:

1. To include reserved places for self defining women on each NUS committee; add at the end of 801c "and when the block is counted the RO will cause, if sufficient candidates have stood, at least 50% of the places (rounded down) to be allocated to self defining women"
2. Delete rule 104 and replace with "Each of the five zones shall elect one member of the National Executive Council, and in the event that the previously elected Vice President is not a self defining woman this position shall be reserved for a self defining woman"
3. Insert at end of rule 105 "save that said procedure will ensure that at least one of the members of the National Executive Council is a self defining woman"
4. Delete rule 103 and replace with "The fifteen individual members shall be elected in a block STV ballot at National Conference, at least five of whom must be members designated as further education members and at least seven of which must be self defining women, counted in accordance with regulations set from time to time by the Chief Returning Officer"

Motion 702 Fair Representation on NUS Conference delegations

Submitted by: Liverpool Hope Students Union, Cornwall College Students Union, Hull University Union, University of Leicester Students' Union, Canterbury College Students Union, LeSoCo Students' Union, Bexley College Students Union, University of Bristol Union, Leeds Trinity Students Union, University of Manchester Students' Union

Conference Believes:

1. Over 50% of students in Further and Higher Education are women yet women students continue to be underrepresented at all levels of the student movement from Students' Union Executive Teams to NUS National Conference floor.
2. This year, the student movement has made concerted and widespread efforts to tackle the underrepresentation of women in the student movement
3. Tackling this under-representation is vital to ensuring that the views and needs of women students are taken seriously by NUS.
4. Ensuring that at least 50% of NUS National Conference floor is made up of women students is a key next step to ensuring fair representation of women within the student movement
5. National Conference is the sovereign decision-making body of the National Union of Students – and should be representative of the students it represents
6. NUS Wales Conference has reserved 50% of delegate places for Women since 2009

Conference Resolves:



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1. Insert rule 333 "All delegations to National Conference must include at least 50% women, rounded down. Where a union is only entitled to send one delegate and that delegate is not a woman, the union's free observer place must be taken by a woman"
 2. To support Students' Unions throughout Further and Higher Education to encourage and support women to stand in delegate and officer elections

Motion 703 Nominations for the VP Further Education and VP Higher Education

Submitted by: Cornwall College Students Union, Stanmore College Students Union, Canterbury College Students Union, Leicester College Students Union, Bexley College Students Union, LeSoCo Students Union

Conference Believes:

1. The Vice President (Further Education) and Vice President (Higher Education) positions currently form a part of the NUS full-time officer team.
2. The Vice President (Further Education) and Vice President (Higher Education) are advocates on issues that affect the educational experience of students within further and higher education. Representing students to the education sector, government ministers, national and local media and the national and international communities.
3. The delegates who can vote in the Vice President (Further Education) election must be further education members of National Conference.
4. The delegates who can vote in the Vice President (Higher Education) election must be higher education members of National Conference.
5. That the positions of Vice President (Further Education) and Vice President (Higher Education) are made more credible by the fact that they are elected solely by delegates who come from the sector that these positions represent.

Conference Further Believes:

1. Currently the election rules allow candidates in the Vice President (Further Education) and Vice President (Higher Education) elections to be nominated by students who would be ineligible to vote for these positions at National Conference as delegates, due to their place of study or chosen course.
2. That this loophole has led to some candidates in Vice President (Further Education) elections over many years to be nominated by higher education students at universities, who are not represented by the Vice President (Further Education), nor have the right to vote in the Vice President (Further Education) election as delegates.
3. That we should ensure candidates in the Vice President (Further Education) and Vice President (Higher Education) elections are nominated by students who come from the respective sectors that these positions represent.

Conference resolves:

1. To add Rule 628a (Nominations) "Candidates for the Vice President (Further Education) position may only be nominated by individual members of NUS who are individual members under article 16.2 or 16.4, or by individual members under article 16.1 or 16.3 if they are in particular a student or sabbatical officer at a further education constituent member, or a student studying a further education course at a higher education constituent member. Candidates for the Vice President (Higher Education) position may only be nominated by individual members of NUS who are individual members under article 16.2 or 16.4, or by individual members under article 16.1 or 16.3 if they are in particular a student or sabbatical officer at a higher education constituent member, or a student studying a higher education course at a further education constituent member."

Motion 704 Motions and Legal Risk

Conference Believes



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1. That some legal risk is attached to the publication, debate and resolution of motions mentioning individuals and companies
 2. Students should be free in our structures to debate issues and DPC and its delegated bodies must protect this
 3. We also have a duty to protect NUS from legal challenge

Conference Resolves

1. To require, in regulations surrounding motion submission, that any motion submitted to a democratic body must include robust evidence, contain verifiable quotes and is not defamatory if it:
 - a. makes a judgment about or includes a view on an individual, or
 - b. makes a judgment about or includes a view on an external organisation or company.
2. If in the view of the DPC any text breaches this requirement in the first instance it will work with the submitter to reword the motion to meet the requirement
3. In the event that agreement cannot be reached the DPC will reserve the right to rule the text out of order in line with rule 414
4. Any body with powers devolved to it by the DPC is required to operate procedures to this end
5. To continue to explore the way in which legal protections may be developed for NUS and students' unions to allow free debate on matters of common concerns without fear of or reducing legal risk

Motion 705 Affiliation Fees

Submitted by: Central School of Speech and Drama Students' Union, Norwich University of the Arts, Gateshead College SU, Keele Students' Union, SU Arts, Edinburgh College Students Union

Conference believes:

1. That students' unions are facing financial pressures and that budgets are tight.
2. That costs associated with NUS membership and participation can make up a substantial part of SU budgets.
3. That NUS charges participation fees for a number of democratic events, including ones which elect members to the National Executive Council.
4. That NUS is pursuing a strategy of reducing affiliation fees.
5. That affiliation fees are lower for unions with less money.

Conference further believes:

1. That participation fees are to affiliation fees what hidden course costs are to tuition fees.
2. That no union should be prevented from participation in NUS Democracy for financial reasons.
3. That while affiliation fees are not ideal, they are more progressive than participation fees.

Conference resolves:

1. That NUS will not cut affiliation fees in real terms until all participation fees for democratic events are abolished.

Motion 706 Changing how the International Students Campaign fits within NUS

Submitted by: NUS International Students Committee

Conference Believes

1. That international students face systematic discrimination because of xenophobia and a growing anti-immigration sentiment in the UK should be noted as an important concern for NUS.
2. That NUS needs to reconsider how the international students campaign and the international students officer fits within NUS politically.

Further Believes



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1. That resource should be put into sections conferences and training days to bring them in line with other NUS events such as zones and summer training.
 2. That the International Students Campaign should be considered more as a zone within NUS' structure.

Conference Resolves

1. Amend 901 to read "The work of each section, except for the International Students Campaign, shall come directly under the remit of and control of the Convenor of a Zone, which shall be allocated by the President. Each student section shall report regularly to its Zone, except for the International Students Campaign which will report to National Conference. The student section shall have the right to report directly to National Conference, as required in these rules and as required by resolution of its own committee and conference."
2. Insert 927 "If NUS Scotland, UCMU/Wales or NUS-USI elect an International Students Officer for that nation- those officers will be full members of the committee and the sole representative of international students for that nation."

Motion 707 Improve NUS' ability to champion equality & diversity issues

Submitted by: LSE Students Union

Conference Believes:

1. Equality, diversity and opportunity sit at the heart of any progressive movement.

Conference Resolves:

2. To adopt the following rules:

2200 NUS has a wide and diverse population of members and this very diversity is one of the NUS' greatest strengths. It is essential that equality of opportunity and the absence of unfair discrimination be at the core of all of NUS' activities.

2201 The Equality and Diversity Rules should be read in conjunction with, and follow on from, Article 6 in NUS' Articles of Associate, which reads:

"6. In pursuance of these objects, the National Union will not tolerate, and shall seek to eradicate, discrimination on the basis of race, sex, sexual orientation, disability, ethnic origin, religion, age, nationality, caring responsibility status, creed or gender identity, and will be independent of any party political organisation or religious body; but positive action in favour of any disadvantaged section of society shall be allowed."

2203 Definition

2204 NUS' definition of equality is rooted in, but goes beyond NUS' legal obligations under the Equality Act 2010.

2205 NUS' definition takes into account all the protected characteristics under the Equality Act (age, disability, gender reassignment marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, and sexual orientation) as well as other key aspects of equality such as the full range of gender identities, socio- economic background, and caring responsibility status.

2206 The list of characteristics outlined in the definition is by no means exhaustive and should not be considered so.

2207 NUS recognises that individual members may face intersecting, multiple forms of discrimination, including but not limited to anti-Semitism, Islamophobia, and all forms of racism.

2208 NUS recognises that individuals alleging discrimination have the right to define their oppression and any hate crime and or incident as perceived by them as the victim.

2209 NUS recognises that individuals also have the right to define themselves according to their religious, national, ethnic or cultural identity.

2210 Grievance and Disciplinary

2211 A complaint from a member, volunteer or fulltime officer of NUS against a member, volunteer or fulltime officer arising from alleged discrimination should be brought under NUS' Complaints Procedure.

2212 All acts of discrimination will be treated as a disciplinary offence and will be dealt with under NUS' Code of Conduct.



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- 2213 Commitment to promoting and ensuring equality and diversity is upheld and where necessary, formalised within the structure of NUS.
- 2214 NUS is committed to go beyond legal compliance and empower members to act positively and equitably by creating and maintaining an environment where equality of opportunity is promoted.
- 2215 NUS is committed to promoting and developing equality of opportunity in all its functions and will seek to do this by:
- Communicating its commitment to equality and diversity to all members
 - Communicating where responsibility lies for equality issues
 - Providing training where appropriate, and briefings for members
 - Treating acts of discrimination as a disciplinary offence through NUS' Code of Conduct and Complaints Procedure. This does not include any NUS staff who are subject to disciplinary procedures agreed between ACTS (staff union) and NUS.
 - Consulting with interested groups and individuals, internal and external, and where appropriate recognising the experience of collective representative bodies and interest groups
 - Taking positive action in favour of any disadvantaged section of society
 - Setting out expectations of equality and diversity at the beginning of events
 - Making reasonable adjustments that enable members to engage in the activity of NUS
 - Improving our ability to use data effectively to inform decision-making
- 2216 Responsibility for monitoring the operation and implementation of this policy lies with the Trustee Board.

Emergency motions:

Let's bring Yashika back

Submitted by: Daniel Stevens, NUS International Students Campaign

Conference Believes:

- Yashika Bageerathi was a teenager studying at Oasis Academy Hadley.
- Her fellow pupils and teachers launched an inspirational campaign to keep her in the UK when the Home Office moved to deport her.
- Over 178,000 people signed a petition asking for her to stay and finisher studies.
- Her deportation was unjust and inhumane.
- If you come to the UK under-18, your asylum application process should not be separated from that of your family if you become over-18 during the application process period.
- Article 8 of the European Convention on Human Rights (ECHR) states "everyone has the right to respect for [their] private and family life, his home and his correspondence."
- Yashika has the ability to return to the UK as an international student.

Conference Resolves:

- Yashika should be able to come back to the UK and finish not only her A-levels, but a University education if she chooses.
- NUS should support her school in fundraising for her to be able to finish her education.
- NUS will call for a review of the asylum application process
- NUS will condemn Theresa May and James Brokenshire for their decision to deport Yashika.
- NUS will oppose any attempts by the government to water down the fundamental freedoms protected by Article 8 of the ECHR.

Defend the DSA – reject the cuts

Submitted by: NUS National Executive Council

Conference believes:

- The Department for Business, Innovation and Skills announced changes to Disabled Students' Allowances on Monday 7 April
 - The changes seek to restrict the provision of laptops to disabled students unless they have 'complex' needs
 - They also seek to shift responsibility for the provision of 'basic' non-medical support on to institutions
 - The changes will take effect for new students from the 2015/16 academic year
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Conference further believes:

1. These are deeply dangerous proposals, and assume that disabled students are all able to afford their own laptop, and all institutions able to afford to fund the non-medical support their students require
2. Many disabled students cannot afford their own laptop, or one at the specification necessary to utilise specialist assistive software
3. Those institutions who do best at recruiting disabled students often have the least resources and therefore are disproportionately affected by the proposals
4. Disabled students should not have to fight for the support they need to achieve in their studies any more than they already do
5. The proposals come in the context of cuts to disabled people's benefit and local authority support

Conference resolves:

1. To mandate the VP Welfare and VP Higher Education to campaign to oppose these cuts and support the Disabled Students Campaign.
2. To oppose any proposal which negatively impacts on students
3. To work to support students' unions to campaign on this locally
4. To work on this campaign with any partner organisations who share our objectives.





Policy lapse

The following policies were passed at National Conference 2011; National Conference 2014 voted to renew them for three further years.

Motion: Protecting internationalisation in our education system, fighting visa changes

Conference Believes:

1. That a flexible immigration policy is important to provide a global education experience for home, EU, international students and helps the UK maintain its international reputation.
2. Recent visa reforms are the tightest in many years. 94% of international students said the ability to have 2 years work experience with Post Study Work visa after graduation was important to their UK education experience and global employability
3. 75% international students would not have come to the UK without the option for Post- Study Work visa. Moving the language requirement to B2 (equivalent to a high A level grade) will unnecessarily rule out many prospective students

Conference Resolves:

1. To campaign against any restriction on the numbers of international students being allowed to study in, government recognised, further and higher education institutions.
 2. This includes campaigning against explicit restrictions, such as the introduction of a cap on numbers, or implicit restrictions, which could include limiting working rights or bringing dependents.
 3. To campaign for a visa and immigration system that is based on the principles of recognising the value and importance on international students to the UK education system and enabling genuine students to be able to make the most of the world-class UK education system.
 4. To campaign to allow international students to have work experience opportunities in the UK after finishing their studies.
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Motion: Postgraduate Funding

Conference Believes:

1. There is a high likelihood that Postgraduate Taught (PGT) fees will also increase nationally.
 2. That unlike undergraduate, there is currently no state-funded PGT funding system for students.
 3. Masters course fees are payable upfront and aren't capped or regulated for fairness/access considerations, and are therefore viewed by universities as a source of funding to plug budget gaps – including to cross-subsidise other activities;
 4. Part-time Masters courses can cost anything up to the cost of the full-time course;
 5. Browne said little about postgraduates;
 6. The HEFCE grant which the government is to cut 80% includes £110m for taught postgraduate courses.
 7. As well as being intrinsically worthwhile, postgraduate taught courses are vital gateways to academia and various careers;
 8. There is a serious risk of skyrocketing masters fees, which would make postgraduate education and the doors it opens the preserve of the rich;
 9. If university managements need more money, they should refuse to extract it from students and instead demand it from government;
 10. Education at every level is a social good and a right, and should be funded entirely by progressive taxation – in the short term, fees mustn't rise;
 11. If charged, fees must be transparent, injustices minimised, and support provided;
 12. Postgraduates should not have to pay fees upfront, or take on commercial loans, but should have access to similar loan systems as undergraduates allowing deferred payment dependent on income.
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13. That no student with the will and capacity to undertake postgraduate study should be held back by inability to pay;
 14. The NUS report Broke and Broken: Taught postgraduate students on funding and finance revealed that financial considerations are the key determinant of whether students are able to take up postgraduate study;
 15. That 66.9% of postgraduates surveyed are entirely self-funded and 62.9% report that their debt causes them concern to the extent that it affects their quality of life;
 16. The academic experience of postgraduates is threatened when they are struggling to make ends meet;
 17. The Browne Review's conclusion that "there is no evidence that changes to funding or student finance are needed to support student demand or access" is complacent and unreflective of the realities revealed in the Broke and Broken report;
 18. The fee setting process at universities should be transparent and involve negotiation with the students' union;
 19. Project Participation and the Higher Education Funding Campaign should be extended to include access to postgraduate education as a priority for NUS, universities and students' unions;
 20. The government should provide taught postgraduate students with access to low cost loans, similar to those provided for undergraduate tuition fees;

Conference Resolves:

1. To fight any increase in PGT fees, through lobbying government and providing support for SUs, amongst other methods.
 2. To investigate, and lobby for, appropriate funding options for PGT
 3. To mandate VPHE and President to establish a campaign on postgraduate funding directed both university managements and the government, to include organising and backing lobbying, demonstrations, and non-violent direct action such as occupations, in pursuit of the following:
 - a. Freeze fees for taught postgraduate courses for home and international students, as a minimum precursor to their abolition.
 - b. No cuts to the postgraduate teaching budget.
 - c. Don't pick on post-grads - Funding shortfalls in education must be made up for by state funding via progressive taxation – masters and international students fees should not be raised in order to plug budgets or cross subsidise other parts of universities' work. Instead of raising fees, universities must join students' call for state funding.
 - d. Transparency now – Students should be told where their fees have gone. Fair deal for part-time students – Part-time fees must be proportional to the equivalent full-time course and the course's hours – i.e. set on a pro-rata basis.
 - e. No surprises – Fees for the whole course must be clear at the point of application, students must never be asked to increase payments during a course.
 - f. Proper support, not upfront payment – Give postgraduates access to a similar loan system to undergraduates, and establish national postgraduate bursary and scholarship schemes to ensure able students can always access education.
 - g. No to the unregulated market – the government must regulate masters fees to guarantee accessibility and minimise injustice.
 - h. Training is no substitute for education – while the option of more vocational courses is welcome, the academic nature of other courses and the intrinsic value of education must be defended regardless of the source of funding.
 4. To include postgraduate funding issues more prominently in existing HE funding campaigns.
 5. To provide advice and information to CMs seeking to establish similar campaigns on campuses
 6. To lobby the government to provide all taught postgraduates with access to low-cost loans, in a similar manner to undergraduates;
 7. To lobby the government to introduce legislation to limit and control increases in postgraduate fees;
 8. To encourage and support students' unions in lobbying their institutions for more flexible fee payment
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- options for postgraduates;
9. To produce and distribute resources for students' unions to help them refocus their campaigns, activities and governance structures towards the needs and experience of postgraduates.

Motion: Finding the voices of the unrepresented millions

Conference Believes:

1. That across the membership of NUS, many students don't fall in the traditional 'students' union' model.
2. That irrespective of any constitutional requirement, our first responsibility to every student is that they are represented
3. That no single student should feel isolated, irrespective of geography and learning method.
4. Collectivism means that we should be as willing to defend the rights of that single student as we would be to defend a student in a large, well resourced students' union.
5. That under current government plans in place the school leaving age will rise to 17 in 2013 and then rise to 18 in 2015, our membership will greatly increase and become even more diverse
6. The majority of our members are work based learners and are underrepresented by NUS and do not know that they should be represented by NUS
7. Where students' unions don't exist we should not force traditional models on students at the expense of immediate representation

Conference Resolves:

1. NUS will accept into membership, through any mechanism possible, any individual student in further or higher education in the United Kingdom
 2. NUS will move towards an individual membership model for Work Based Learners for who the students' union model is not accessible or suitable
 3. That income generated from membership of work based learners will be ring-fenced for representation for these learners
 4. NUS should create a hardship fund for non-traditional, further education and small and specialist students' unions to engage in training and organisational support, to be included in the estimates for 2011-12 by the NEC.
 5. NUS should release guidance for students' unions with provision delivered at other further education institutions on how to create legitimate representative structures
 6. NUS will mandate the Vice-President Union Development to report on the involvement of work based learners in January 2012, explaining how NUS will change its structures to the unrepresented millions
 7. To introduce individual membership and/or alternative group membership models for work-based learners, students at institutions without students' unions and any other students for whom the traditional students' union model is unsuitable;
 8. To devote additional NUS staff time and financial resources to developing representation for work-based learners and students without access to a students' union
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