Minutes 2017
### Key information

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

The Zones have been ordered in the following way:

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

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12:18 Conference opens. Shelly Asquith, NEC, took the chair.

Quoracy Check: PASSED – conference declared in session

12:18 Announcements, Staff Protocol, Code of Conduct & Safeguarding

12:25 Opening Remarks
Sally Hunt, UCU General Secretary
Danielle Tiplady, Bursary or Bust, RCN (via Skype)
Ahmad Al-Rashid, contributor to documentary Exodus: Our Journey to Europe. Conference was shown an extract from the documentary. Ahmad then gave a keynote address and received a standing ovation.
Malia Bouattia, National President, formally opened NUS National Conference 2017.

13:22 Opening of Business

Adoption of the order paper. Guy Drury, Chair of DPC, made a statement about the use of social media, introduced the order paper and proposed its adoption.

He proposed changes to the order paper: motion 514 to be treated as an amendment to motion 402 which will be debated after 402b. Motion 310 to move to the top of the Union Development Zone and be debated after 301.

Guy also announced 2 emergency motions.

Vote to Adopt the Order Paper as amended by DPC: PASSED

13.30 Jules Mason, Chief Returning Officer, Opened nominations

New Membership

Motion 001| New Members

- Sussex Recovery College
- Plumpton College
- Meadowhead School Sixth Form Students’ Union
- Seashell Trust Royal College Manchester Student Council
- King Edward VI College Students’ Union
- High Storrs 6th Form Students’ Union

Submitted by: National Executive Council
Speech for: Richard Brooks, National Executive Council
Speech Against: Free
Summation: National Executive Council
Vote: PASSED

13.40 Acceptance of the minutes of last conference: Shelly Asquith proposed the acceptance of the minutes of the last conference
Vote: PASSED
100 Priority Zone

13.40 Priority Zone report: Malia Bouattia, NEC, who then answered accountability questions

13.57 Vote to accept report: PASSED

Motion 101 | Liberate Education
Submitted by: National Executive Council, Liverpool Hope Students’ Union, Middlesex Students’ Union, Liverpool Guild of Students
Speech For: Malia Bouattia, National Executive Council
Speech Against: None
Summation: None
Vote: PASSED

Emergency Motion 1 | General Election
Submitted by: National Executive Council,
Speech For: Hassun El Zafar, National Executive Council

Amendment 1a: University of West London
Speech for: Waived to Shakira Martin, NEC

Parts to remove Further Believes 1 and Resolves 2 from Amendment 1a
Speech for: Monty Shield, Queen Mary Union
Speech against: Waived to free, taken by Tom Harwood, Durham Student Union
Vote to remove parts: FALLS, parts pass into main motion

Vote on amendment 1a: PASSES
Back to main emergency motion as amended
Speech Against: None
Vote: PASSED

Emergency Motion 2 | Survivors of Sexual Assault
Submitted by: NUS Scotland
Speech For: Vonnie Sandlan, NEC
Speech against: None
Vote: PASSED

14.19 Shelly Asquith handed over the chair to James Elliott, NEC.
200 Education Zone

14.20 Accountability video for Shakira Martin, VP Further Education
14.25 Accountability video for Sorana Vieru, VP Higher Education

14.30 Statement from Guy Drury about clapping and whooping, and about use of social media.

14.32 Access Break until 15.30

15:38 Return from break

Further Education Zone Report: Shakira Martin, NEC, who then answered accountability questions
Vote to accept report: PASSED

Higher Education Zone Report: Sorana Vieru, NEC, who then answered accountability questions
Vote to accept report: PASSED

Motion 201 | Putting Learners at the heart of the Post 16 Skills Plan
Submitted by: Further Education Zone Committee
Speech For: Shakira Martin, Further Education Zone Committee

Amendment 201a
Submitted by: Oxford University Student Union and Goldsmiths Student Union
Action: Add
Speech For: Hassun El Zafar, NEC
Speech Against: Shakira Martin, NEC
Speech For: Ben Towse, UCLU
Speech Against: Adam Eimi, Birmingham Guild
Summation: Derya Khalilpour, The Students’ Union at UWE
Vote: PASSED

Amendment 201b
Submitted by: Oxford University Student Union and Goldsmiths Student Union
Action: Add
Speech For: Georgia ?, National Society of Apprentices
Speech Against: None
Summation: Waived by chair
Vote: PASSED

Speech Against Motion as Amended/Unamended: None
Summation of Motion: Waived by chair
Vote: PASSED

Motion 202: JoJo doesn’t know much about quality: what a wonderful world HE could be
Submitted by: Higher Education Zone Committee
Speech For: Danny Nasr, Higher Education Zone Committee

Amendment 202a
Submitted by: Liverpool Guild of Students
Action: Add
Speech For: Ananda Mohan, Liverpool Guild of Students
Speech Against: none
Summation: waived by chair
Vote: PASSED
Amendment 202b
Submitted by: Aberdeen University Students Union, KCLSU
Action: Delete and Replace
Speech For: Ana Oppenheim, NEC
Speech Against: Afzal Pervez, Huddersfield SU
Summation: Monty Shield, Queen Mary SU
Vote: FALLS

Amendment 202c
Submitted by: University of Manchester Students Union, Oxford, SOAS & Goldsmiths
Action: Add
Speech For: Jenny Killin, Aberdeen SA
Speech Against: none
Summation: Waived by chair
Vote: PASSED

Amendment 202d
Submitted by: Surrey Students’ Union
Action: Add
Speech For: Taiwo Ademola, Surrey Students’ Union
Speech Against: Grace Anderson, Anglia Ruskin SU
Summation: Taiwo Ademola, Surrey Students’ Union
Vote: PASSED

Amendment 202e | HE Reform
Submitted by: University of West London
Action: Add
Speech For: Amatey Doku, Cambridge SU
Parts to remove CB1
Speech For: Sorana Vieru, NEC
Speech Against: Macdonald Amaran, Bournemouth SU
Vote: PASSES; PARTS REMOVED
Speech Against: Hope Worsdale, Warwick SU
Summation: Amatey Doku, Cambridge SU
Vote: PASSED
Speech Against Motion as Amended/Unamended: none
Summation of Motion: Waived by chair
Vote: PASSED

Motion 203 | Save Our Support Services
Submitted by: Further Education Zone Committee
Speech For: Shakira Martin, Further Education Zone Committee
Speech Against: none
Summation: waived by chair
Vote: PASSED

Motion 204| Partnership is (almost) dead, long live student power!
Submitted by: Reading University Students’ Union
Speech For: Mason Anmar, Bristol SU

Motion 204a | HE Reform
Action: Add
Submitted by: University of West London
Speech For: Amatey Doku, Cambridge SU
Speech Against: Ben Hunt, KCLSU
Speech For: Ayo Akinrele, Liverpool Hope SU
Speech Against: Hope Worsdale, Warwick SU
Summation: Helen Pritchard, NEC
Vote: PASSED

Speech Against Motion as Amended/Unamended: Noha Abou El Magd, NEC
Summation: Rob Henthorn, NEC
Vote: PASSED

**Motion 205 | An Agenda on Tertiary Education**
Submitted by: Leeds City College Students' Union
Speech For: Emily Chapman, NEC
Speech Against: none
Summation: waived by chair
Vote: PASSED

**Motion 206 | Free Education**
Submitted by: Reading University Students' Union, Union of Brunel Students
Speech For: Niall Hamilton, Reading University Students' Union

**Amendment 206a | Free Education**
Submitted by: Union of Brunel Students, SOAS & Black Students’ Campaign
Action: Add
Speech For: Danny Nasr, NEC
Speech Against: Murat Sari, City and Islington College SU
Summation: Luke Pilot, Warwick SU
Vote: PASSED

**Amendment 206b | Raise voice against increases in student tuition fees**
Submitted by: The Students' Union at UWE, University of West London
Action: Add
Speech For: Ahmd Emara, The Students' Union at UWE
Speech Against: Aeman Junaid, KCLSU
Summation: Tom Murray-Richards, FXU
Vote: PASSED

**Amendment 206c**
Submitted by: Goldsmiths Student Union
Action: Add
Speech For: Eva Crossan-Jory, Goldsmiths Student Union
Speech Against: Alex Lee, Cambridge Regional College SU
Summation: Eva Crossan-Jory, Goldsmiths Student Union
Vote: PASSED

Parts to remove CB2, CFB2 and CFB4;
Speech For: Ben Towse, UCLU
Speech Against: Tom Harwood, Durham SU
Vote: FALLS
Parts to remove CB7
Speech For: Vonnie Sandlan, NEC
Speech Against: none
Vote: PARTS DELETED

Speech Against Motion as Amended/Unamended: Matt Cameron, SAUWS

Speech For: Faisal Yousif, Liverpool Guild of Students
Speech Against: Chantelle Richards, Gloucestershire College Students’ Union

Summation: Ali Milani, NEC
Vote: PASSED

Procedural Motion: Extend Guillotine
Speech for: Rob Henthorn, NEC
Speech against: DPC
Vote: FALLS

Procedural Motion: Remit remaining motions to NEC
Speech for: Lucas North, York SU
Speech against: Richard Brooks, NEC
Vote: FALLS

GUILLOTINE FALLS
300 Union Development Zone

Union Development Zone Report: PASSED

Motion 301 | Civic Engagement through political action
Submitted by: Union Development Zone Committee, Middlesex Students' Union
Speech For: Richard Brooks, Union Development Zone Committee

Amendment 301a | No Title
Submitted by: Warwick Students' Union
Action: Delete and Replace
Speech For: Omar Raii, NEC
Speech Against: Darren Clarke, Staffordshire SU
Summation: Andy Warren, KCLSU
Vote: FALLS

Speech Against Motion as Amended/Unamended: none
Summation: waived by chair
Vote: PASSED

Motion 310 | The Inclusion Journey Continues
Submitted by: Derwen College Students' Union
Speech For: Oliver Buchanan, Derwen College Students' Union
Speech Against: none
Summation: waived by chair
Vote: PASSED

Motion 302 | If We Don’t #Lovesu’s Then Nobody Will!
Submitted by: Edge Hill Students' Union
Speech For: Luke Myer, Edge Hill Students' Union

Parts Remove CR4
Speech For: James Dix, Northumbria SU
Speech Against: Dom Smithies, York University SU
Vote: REMOVED

Speech Against: Ben Hunt, KCLSU

Summation: Matt Grange, NEC
Vote: PASSED

Motion 303 | Free Periods
Submitted by: University of Birmingham Guild of Students
Speech For: Izzy Lenga, NEC
Speech Against: Susuana Amoah, Sussex SU

Summation: Rosie McKenna, Edge Hill SU

Vote: PASSED

Motion 304 | NUS Extra Card
Submitted by: University of Manchester Students' Union
 Speech For: Jingxiu Ouyang, University of Manchester Students' Union  
Speech Against: Faisal Yousif, Liverpool Guild  
Summation: Deej Mailk-Johnson, University of Manchester Students' Union  
Vote: PASSED

**Motion 305 | Make the NUS impartial and inclusive of all students regardless of any established political stance**

Submitted by: Huddersfield Students Union  
Speech For: Afzal Pervez, Huddersfield Students Union

Parts to remove CR3:  
Speech for: Cabham Peter Budd, Guildford College of FE SU  
Speech against: Afzal Pervez, Huddersfield Students Union  
Speech for: Shakira Martin, NEC  
Speech against: Delegate  
VOTE: Parts removed

Speech Against: Rachel O'Brien, NEC  
Summation: Afzal Pervez, Huddersfield Students Union  
Vote: FALLS

Procedural Motion: Extend the guillotine by 30 minutes  
Speech for: Vonnie Sandlan, NEC  
Speech against: DPC  
VOTE: FALLS

Procedural Motion: Remit motions to NEC  
Speech for: Emili Peake, UCLAN  
Speech against: Hassun El Zafar, National Executive Council  
VOTE: PASSES

Guillotine FALLS
400 Welfare Zone

Censure of Vice President Welfare
Speech for: Bethany Kitchener, Leicester College SU
Speech against: Shelly Asquith, NEC
VOTE: FALLS

21:00 - Conference floor closes

09:00: Conference resumed

Statement from Sorana Vieru, NEC – HE Bill Debate

Welfare Zone Report: PASSED

Motion 401 | We Do not comply: Preventing Prevent
Submitted by: Welfare Campaign Committee, Liverpool Hope SU
Speech For: Ali Milani, NEC

Parts: Remove CR3
Speech For: Adam Elmi, Birmingham Guild of Students
Speech Against: Monty Shields, QMSU
Speech For: Liam Reilly, Newcastle College SU
Speech Against: Hannah Dualeh, NEC
VOTE: FALLS

Speech Against: Robert Allcock, Wakefield College SU
Speech For: Sai Englert, Postgraduate Campaign
Speech Against: None
Summation: Alex Lee, Cambridge Regional College
VOTE: PASSED

Motion 402 | Mental Health and Hardship
Submitted by: Welfare Campaign Committee
Speech For: Malia Bouattia, NEC

Amendment 402a | An alternative to universal financial support
Submitted by: Liverpool Hope Students’ Union
Action: Delete and Replace Resolves 1 and 3, Add
Speech For: Robbiie Young, NEC
Speech Against: Hope Warsdale, Warwick SU
Summation: Vonnie Sandlian, NEC
VOTE: PASSED

Amendment 402b | Living grants for all!
Submitted by: Sheffield Students Union and Aberdeen University Students’ Association
Action: Add
Speech For: Richard Nicolas Christian Schindler, Edinburgh University SA
Speech Against: Dave Titley, UWL SU
Speech For: Sai Englert, Postgraduate Campaign
Speech Against: Chantelle Richards, Gloucestershire College Students’ Union
Summation: Hansika Jethnani, SUARTS
VOTE: PASSED

Procedural motion: vote of no confidence in the Chair
Speech For: Frankie O’Byrne, KCLSU
Speech Against: Mostafa Rajaaei, NEC
Vote: FALLS

Amendment – 415 | Supporting Students in Financial Hardship
Submitted by: University of Bristol Students’ Union
Speech for: Ben Towse, UCLU
Speech against: None
Summation: Waived by the Chair
Vote: PASSED

Amendment 402c
Submitted by: SOAS Students’ Union, Oxford University Students’ Union, Goldsmiths Students’ Union
Action: Add
Speech For: Niall Hamilton, Reading SU
Speech Against: Lewis Cleminson, Solent Students’ Union
Summation: Jack Hampton, Oxford University Students’ Union
Vote: PASSED

Amendment 402d
Submitted by: Oxford University Students Union
Action: Add
Speech For: Jack Hampton, Oxford University Students Union
Speech Against: Lewis Powell, South Downs College SU
Summation: Jack Hampton, Oxford University Students Union
Vote: PASSED

10:35: Elections for National President

11:35: Welfare zone resumed

Speech Against Motion as Amended: None
Summation: Waived by the Chair
Vote: PASSED

Motion 403 | Hate Crime
Submitted by: University of Manchester, Oxford University Students’ Union, Reading University Students’ Union
Speech For: Danny Nasr, NEC

Amendment 403a
Submitted by: London Metropolitan University Students’ Union
Action: Add
Speech For: Myriam Kane, Westminster Kingsway
Speech Against: David Roberts, Highbury College
Summation: Barbara Ntumy, London Metropolitan University Students’ Union
Vote: PASSED

Amendment 403b
Submitted by: FXU
Action: Add
Speech For: Alexa Webster, FXU
Speech Against: None
Summation: Waived by the Chair
Vote: PASSED

Speech Against Motion as Amended: None
Summation: Waived by the Chair
Vote: PASSED
Motion 404 | Online Harassment
Submitted by: Leeds University Union
Speech For: Jessica Levy, Birmingham Guild of Students
Speech Against: None
Summation: waived by the Chair
Vote: PASSED

Motion 405 | Student Mental Health
Submitted by: Queen Margaret University Students’ Union
Speech For: Heidi Vistisen, Queen Margaret University Students’ Union
Speech Against: None
Summation: Waived by the Chair
Vote: PASSED

Motion 406 | Mental Health: A Culturally Competent Framework
Submitted by: University of Birmingham Guild of Students, University of Bristol Students’ Union and University of Aberdeen Students’ Association
Speech For: Noha Abou El Magd, NEC

Amendment 406a
Submitted by: Oxford University Students Union
Action: Add
Speech For: Jack Hampton, Oxford University Students Union
Speech Against: None
Summation: Waived by the Chair
Vote: PASSED

Amendment 406b
Submitted by: Liverpool Hope Students’ Union
Action: Add
Speech For: Ayo Akinrele, Liverpool Hope Students’ Union
Speech Against: Ben Towse, UCLU
Summation: Ayo Akinrele, Liverpool Hope Students’ Union
Vote: PASSED

Amendment 406c
Submitted by: Royal Holloway Students Union
Action: Add
Speech For: Rachel O’Brien, NEC
Speech Against: None
Summation: Waived by the Chair
Vote: PASSED

Speech Against Motion as Amended: None
Summation: Waived by the Chair
Vote: PASSED

Motion 407 | Mental Health First Aid
Submitted by: Lancaster University Students Union, Keele SU
Speech For: Josh Woolf, Lancaster University Students Union
Speech Against: None
Summation: Waived by the Chair
Vote: PASSED

12:15 Elections for VP Higher Education, VP Further Education and VP Welfare

14:08 Conference resumes

Motion 408 | Ticket to Ride
Submitted by: Canterbury College
Speech For: Hannah Fey, Canterbury College
Speech Against: None
Summation: Waived by the Chair
Vote: PASSED

Motion 409 | It Stops Here/ Sexual Violence
Submitted by: Oxford University Student Union
Speech For: Amelia Horgan, NEC

Parts: Delete CR2
Vote to hear the case: PASSES
Speech for removing parts: Connor Bolt, Cornwall College
Speech against removing parts: Amelia Horgan, NEC
Vote: FALLS, parts remain

Speech Against: None
Summation: Waived by the Chair
Vote: PASSES

Motion 410 | NHS Bursaries
Submitted by: Sheffield Students Union
Speech For: Demaine Boocock, Sheffield Students Union
Speech Against: None
Summation: Waived by the chair
Vote: PASSES

Motion 411 | Housing
Submitted by: Middlesex Students’ Union, Belfast Met, Coventry University Students’ Union, Royal Holloway Students Union
Speech For: Joe Cox, Middlesex Students’ Union

Amendment 411a | Renters Rising
Submitted by: Northumbria Students Union
Speech For: Matthew Auden, Northumbria Students Union
Action: Add
Speech Against:
Summation: Waived by the chair
Vote: PASSES

Speech Against Motion as Amended/Unamended: None
Summation: Waived by the Chair
Vote: PASSES

Motion 412 | It's Time To Combat Anti-Semitism
Submitted by: Sheffield Student Union, University of Ulster Students Union, Leeds University Union, University of Birmingham Guild of Students
Speech For: Max Sherrard, Leeds Students Union

Amendment 412a | Definition of Anti-Semitism
Submitted by: University of Ulster Students Union
Action: Delete and Replace Further Believes 12-16 and Resolves 10 and 11
Speech For: Waived to Joanna Phillips, Bath SU
Speech Against: Josh Holt, University of Nottingham Students Union
Speech For: Aliya Yule, Oxford University Students Union
Speech Against: Vonnie Sandlan, NEC
Summation: Waived to Joanna Phillips, Bath SU
Vote: FALLS

Speech Against Motion as Amended/Unamended: None
Summation: Waived by the Chair
Vote: PASSES

14:42 Elections Announcement Vice President Higher Education, Vice President Further Education and Vice President Welfare

**Motion 413 | Dual GP Registration for Students**
Submitted by: Huddersfield Students’ Union, Students’ Union at UWE
Speech For: Thomas Rolls, Huddersfield Students’ Union
Speech Against:
Summation: Ayrden Pocock, Students’ Union at UWE
Vote: PASSES

Parts: Remove CR1
Vote to hear the case for the parts: FALLS

Procedural Motion: Remit welfare zone policy to NEC
Vote to hear the case: PASS
Speech for: Conor Marshall, Abertay Students Union
Speech against: None
Vote: PASSES

14:54 Guillotine falls

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500 **Society and Citizenship Zone**

14:55 Mostafa leaves the chair, Amelia Horgan takes it

**15:00 Society and Citizenship Report:** Rob Young, NEC, who then answered accountability questions.
Vote to accept the report: Passes

15:10 Motion of censure
Vote to hear the motion: PASSES
Speech for: Lucas North, York Students Union
Speech against: Robbie Young, NEC
Vote: Falls

Motion 501: Brexit means Brexit or so we’re told
Submitted by: Society and Citizenship Zone committee, LSE, London Met Students’ Union, UEA Students’ Union, Queens University SU, University of Bath SU, Kent Union, Lancaster University SU, Oxford University Students’ Union, SOAS, Goldsmiths Students’ Union, Reading Students’ Union
Speech for: Lucas North, York Students Union
Speech against: Robbie Young, NEC
Vote: Passes

Amendment 501a | Remaining in the European Single Market
Submitted by: London Metropolitan University Students' Union
Action: Add
Speech for: Barbara Ntumy, London Metropolitan University Students’ Union
Speech against: Dave Hitchmough, Liverpool Students Union
Summation: Barbara Ntumy, London Metropolitan University Students’ Union
Vote: PASSES

Amendment 501b | Challenge the ‘Students are not migrants’ narrative
Submitted by: Aberdeen University Students' Association
Action: Add
Speech for: Waived to Omar Raii, NEC
Speech against:
Summation: Fez Endalaust, University of Plymouth Students’ Union
Vote: PASSES

Speech Against Motion as Amended/Unamended: None
Summation: Waived by the Chair
Vote: PASSES

Motion 502 | Placements, Apprenticeships and Education for Good
Submitted by: Society and Citizenship Zone Committee
Speech For: Amy Smith, Sheffield College Students Union
Speech Against: Rob Henthorn, NEC
Summation: Liam Ennis, National Society of Apprentices
Vote: PASSES

Procedural Motion: Chair ruling overturned – Chair ruled that Rob Henthorn’s speech against was not a speech against, and went straight to a summation
Vote to hear the case: PASSES
Speech for: Vonnie Sandlan, NEC
Speech against: Amelia Horgan, NEC
Vote: PASSES

Motion 503 | Defend migrants and support free movement
Submitted by: UCLU, UEA, Goldsmiths
Speech For: Waived to Hansika Jethnani, ARTS SU
Speech Against: Joshua Anderson, Newham College
Speech for: Karol Stefanowicz, UEA
Chair Ruled that Karol’s speech was not in favor
15:44
Procedural Motion: No confidence in the chair
Vote to hear the case: PASSES
Speech For: Abdul-Qadeer Khan
Speech Against: Amelia Horgan, NEC
Vote: Falls

Back to Motion
Speech For: Aadam Muuse, NEC
Speech Against: Tom Harwood, Durham SU
Summation: Abbie Mulcairn, UEA
Vote: PASSES

Motion 504 | Commu Commu Commu Commu Commu Community
Submitted by: Middlesex Students’ Union
Speech For: Joe Cox, Middlesex Students’ Union
Speech Against: None
Vote: PASSES

Motion 505 | Strengthening the student voice
Submitted by: KCLSU
Speech For: Ben Hunt, KCLSU
Request for parts to remove CR2
Vote to hear case: FALLS

Speech Against: None
Vote: PASSES

Motion 506 | NUS supporting the Abortion Rights Campaign for free, safe and legal abortion in Ireland and Northern Ireland.
Submitted by: Union of Kingston Students
Speech For: Eleanor White, Union of Kingston Students
Speech Against: None
Summation: Waived by the Chair.
Vote: Passes

Motion 507 | Right to Protest Safely
Submitted by: London School of Economics SU
Speech For: Hannah Kaufman, London School of Economics SU
Speech Against: Sam Nicholson, UCLU
Extra round of speeches granted
Speech for: Max Sherrard, Leeds University Union
Speech against: AQ Khan, Union of Kingston Students
Extra round of speeches granted
Procedural motion of no confidence in the chair
100 delegates not seen
Speech for: Adam Hilsenrath, Oxford University SU
Speech against: Deborah Hermanns, NEC
Request for extra round of speeches denied
Procedural motion to overturn chair’s ruling to deny an extra round of speeches
100 delegates not seen
Summation: Hannah Kufman, London School of Economics SU
Vote: FALLS

Motion 508 | Pay Inequality in Higher Education and Employment Rights of University Staff
Submitted by: University of Bath Students’ Union
Speech For: Brad Baines, University of Bath Students’ Union

Speech Against: Robert Alkcock, Wakefield College Students Union
Summation: Brad Baines, University of Bath Students’ Union
Vote: PASSES

Motion 509 | Fight Climate Change!
Submitted by: UCLU
Speech For: UCLU, waived to Andrew Warren, KCLSU

Request for parts to remove CR2
Vote to hear the case: PASSES
Speech for: Gabe Milne, University of Sheffield SU
Speech against: Trust Olamona, Harrow College Students Union
Vote to remove parts: FALLS, parts become policy

Back to motion
Speech Against: Alex Lusty, University of York SU
Summation: Mark Crawford, UCLU
Vote: PASSES

16.37 Guillotine falls, Amelia Horgan passed the chair to Elections Committee for election of VP Union Development and VP Society and Citizenship

17.20 Conference floor closes

18.27 Conference business resumes

Nations Policy Adoption
NUS Scotland Report – Vonnie Sandlan, NEC, gave a report on NUS Scotland’s activities and proposed the adoption of NUS Scotland’s policy
Vote: PASSES

NUS Wales Report – Fflur Elin, NEC gave a report on NUS Wales’ activities and proposed the adoption of NUS Wales’ policy
Vote: PASSES

NUSUSI Report - Oisín Hassan, NEC gave a report on NUSUSI’s activities and proposed the adoption of NUSUSI’s policy
Vote: PASSES

18.42 Announcement of election results for VP Union Development and VP Society and Citizenship

18.44 Procedural motion to remit all remaining Society and Citizenship Zone motions to NEC
Vote to hear the case: PASSES
Speech for: Conor Marshall, Abertay Students’ Association
Speech against: James Dix, Northumbria Students’ Union
Vote: FALLS – motions are not remitted

600 AGM

18:50
CRO Report: Jules Mason
Questions to CRO: Jules Mason
Vote to accept report: PASSES
19:02
DPC Report: Guy Drury, Chair of DPC
Questions to DPC: Guy Drury
Vote to accept report: PASSES

19:11
NEC Report: James Elliott, NEC
Questions to NEC: James Elliott
Vote to accept report: PASSES

19:17
NUS UK Trustee Board Report and Questions
Vote to accept report: PASSES

19:19
Nominations Committee Report: FALLS

19:21
2016 Accounts Report: Conference heard a recorded presentation
Questions to the Accounts: None
Vote to approve Accounts: PASSES

19:30
Estimates: Conference heard a recorded presentation.
Challenge to the estimates – The challenge regarded giving more funding to the Post Graduate Committee.
Vote to hear the case: Passes
Speech for: Maddie Colledge, UEA Students Union
Speech against: James Elliott, NEC
Vote: FALLS

Vote to approve the Estimates: PASSES

Guy Drury, DPC took to the stage and made an announcement about campaigning in the

Procedural motion that motion 601 is not put to conference.
Vote to hear the case: PASSES
Speech for: Derya Khalilpour, UWE
Speech against: Guy Drury, DPC
Vote: Falls

**Motion 601 | Strengthening NUS Democracy**

Submitted by: Democratic Procedures Committee
Procedural motion that the question (motion 601) be not put
Vote to hear the case: PASSES
Speech in favour: Derya Khalilpour, Students’ Union at UWE
Speech against: Guy Drury, DPC
Vote to accept procedural motion: FALLS
Back to main motion
Speech For: Democratic Procedures Committee

**Amendment 601a | We want the best not the least worst**

Submitted by: NUS Postgraduate Campaign, University of Bristol, SUARTS, University of Manchester
Action: Delete and Replace Resolves 14
Speech For: University of Manchester, waived to UMA Kotwal, University of Warwick SU
Speech Against: Rob Henthorn, NEC
Speech For: Ben Touse, UCLU
Speech Against: Shimon Kelly, Birmingham Guild of Students

DPC asked for a clarification on what the Borda System is.

Summation: Mahamid Ahmed, NEC
Vote:PASSES

**Amendment 601b**
Submitted by: NUS Postgraduate Campaign
Action: Delete and Replace Resolves 3, Add
Speech For: NUS Postgraduate Campaign waived to Hannah Dualeh, NEC
Speech Against: Vonnie Sandlan, NEC
Summation: NUS Postgraduate Campaign waived to Noha Abu El Magd
Vote: FALLS

**Amendment 601c**

Submitted by: NUS Postgraduate Campaign, SUARTS, Bristol SU
Action: Delete Resolves 12
Speech For: NUS Postgraduate Campaign waived to Ben Hunt, KCLSU
Speech Against: John Black
Summation: SUARTS, waived to Mark Crawford UCLU
Vote: Fails

20:21 Procedural motion: Request a revote

After recount: Chair rules the amendment passes

Amendment 601c: **PASSES**


Amendment 601c: **FALL**

**20:45 – Guillotine falls**

Thursday 27th

09:08 Quoracy Check

**09:10 Liberations and Sections Policy Adoptions Paper**

LGBT+ Report: Melantha Chitteden, LGBT+ Officer.
Vote to accept the report: **PASSES**

Disabled Students Report: James Elliott, Disabled Students Officer
Vote to accept the report: **PASSES**

Back Students Campaign: Aadam Muuse, Black Students Officer
Vote to accept the report: **PASSES**

Women’s Campaign: Amelia Horgan, NEC
Vote to accept the report: **PASSES**

International Students Report: Mostafa Rajai, NEC
Vote to accept the report: **PASSES**

Postgraduate Students Report: Mahamid and Noha
Vote to accept the report: **PASSES**

Mature and Part Time Students Report: Resignation of two reps, no one to present the report. Chair asks Conference to vote on
Vote to accept the report: **FALLS**

09:33 **Block of 15 elections**

**11:30**: Statement from Alexa Webster, FXU, on accessibility

**11:33**: Statement from Melanie Owusu, Leeds University SU on a political union

**11:35**: Statement from Lord Apetsi, University of Strathclyde SA thanking conference
11:36: Noha Abou El Magd, NEC, on islamophobia

11:38: Jules Mason, CRO, on a complaint that had been received.

Procedural motion 380a: No confidence in the Chair
Speech for: Jamie Ali, Leeds SU
Speech Against: Shelly Asquith, NEC
Vote: FALLS

Procedural motion 380c: a rule that ‘currently under debate’ be suspended
Speech For: Guy Drury, DPC
Speech Against: Mahamid Ahmed, NEC
Speech For: Ben Towse, UCLU
Speech Against: Mahamid Ahmed, NEC
Vote: FALLS

Amendment 601d
Submitted by: NUS Postgraduate Campaign
Action: Delete and replace Resolves 16
Speech For: NUS Postgraduate Campaign, waived to Rachel O’Brien, NEC
Speech Against: Adam Elmi, University of Birmingham Guild of Students
Summation: Melanie Owusu, Leeds University Union
Vote: FALLS

Procedural motion: 380c: to suspend Rule 310a (Members of DPC who may speak on any matters related to democratic procedures)
Speech For: Faisil Yousef, Liverpool Guild of Students
Speech Against: Guy Drury, DPC
Vote: FALLS

Amendment 601e
Submitted by: NUS Postgraduate Campaign
Action: Delete and replace Resolves 13
Speech For: Hassun El Zafar, NEC
Speech Against: Will Stringer, Royal Conservatoire of Scotland SU
Summation: Mahamid Ahmed, NUS Postgraduate Campaign
Vote: FALLS

Procedural Motion 380f: that the question currently under debate (Motion 601) be now put
Speech For: Richard Brooks, NEC
Speech Against: Will Stringer, Royal Conservatoire of Scotland SU
Vote: PASSED

Speech Against Motion as Amended/Unamended:
Summation: Hassun El-Zafr, NEC
Second Summation: Emily Peake, UCLAN SU
Vote: PASSED
27 – 29 March 2018 | Glasgow

Agenda
Purpose of this document

Democratic Procedures Committee (DPC) are volunteers elected by National Conference. A key responsibility is to oversee the business and smooth running of Conference. Democratic Procedures Committee’s role and composition is defined by the Articles and Rules of NUS.

Members of DPC

Sam Mujunga (Chair) (re-elected 2017)
Naa Acquah (Vice Chair) (elected 2016)
Millie Thomas (elected 2016)
John Hein (re-elected 2017)
Bradley Langer (elected 2017)
Mariya Hussain (elected 2017)
Hassun el Zafar (elected 2017)
Michaela Tharby (co-opted from NUS Womens Steering Committee)
Noah Levy (co-opted as a former member of DPC)

This Document

This document is the agenda for Conference and shows the order and timing of all business that will be discussed.

Please note that the following are fixed and cannot change:

- The opening and closing of conference floor
- Elections and Election Deadlines
- Access Breaks
- The end of Conference

All other times are subject to change as conference progresses but no session can be reduced to less than 30 minutes long. The Democratic Procedures Committee will announce changes and they will be displayed on screens in the Conference hall. All sessions will start promptly at the times shown. Please note that mobile phones should always be on silent when on Conference floor and food & drink (other than bottled water) cannot be taken into the Conference hall unless it relates to a medical or access need.

Allocation of Time

Each of the 5 zones has been allocated time to allow:
The Zone Committee to report on their work through the past year and be held to account by Conference
The Zone Committee to propose policy recommendations for the year ahead, to be debated
 Constituent Members (CMs) to propose policy motions for the year ahead, to be debated

The time allocated to each Zone is based on the number of motions submitted to it.

We do not expect to discuss every recommendation and motion contained in the motions document. By tradition a procedural motion is usually moved that causes those motions that fall beyond the allocated time to be remitted to the new National Executive Council to consider at its first meeting.

We would urge delegates to return from breaks and meals on time so that valuable time for consideration of motions is not lost. Please note that we would not encourage delegates to leave “en mass” during access breaks that have been introduced to facilitate the participation of some disabled students.

Deadlines are shown in italics and sometimes take place during other conference business. These deadlines will require submissions to either the DPC or the Chief Returning Officer, via online forms. Links can be found in the Guidebook app.
## Tuesday 27 March

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00</td>
<td>Registration opens</td>
<td>You are advised to arrive as early as you can</td>
</tr>
<tr>
<td>10:00</td>
<td>Delegates’ briefing &amp; training</td>
<td>Candidates briefing</td>
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<tr>
<td>11:00</td>
<td>Delegates’ briefing &amp; training</td>
<td>Candidates briefing</td>
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<tr>
<td>11:30</td>
<td>Conference floor opens</td>
<td>Please sit in your allocated area</td>
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<tr>
<td>12:00</td>
<td>Conference starts</td>
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<tr>
<td>12:00</td>
<td>Announcements, staff protocol, code of conduct &amp; safeguarding</td>
<td>15 minutes</td>
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<tr>
<td>12:15</td>
<td>Session 1</td>
<td>Opening remarks</td>
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<tr>
<td>12:20</td>
<td>Solidarity Address</td>
<td>15 minutes</td>
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<tr>
<td>12:35</td>
<td>National President’s Opening Remarks</td>
<td>25 minutes</td>
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<tr>
<td>13:00</td>
<td>Opening of Business</td>
<td>15 minutes</td>
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<td></td>
<td>Opening Nominations</td>
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<td></td>
<td>Membership Motions</td>
<td>Motions Document</td>
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<td></td>
<td>Minutes</td>
<td>Minutes from last National Conference</td>
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<tr>
<td>Time</td>
<td>Session</td>
<td>Zone</td>
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<td>13:15</td>
<td>Session 2</td>
<td>Priority Zone</td>
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<td>13:30</td>
<td>Session 2</td>
<td>Priority Zone</td>
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<tr>
<td>13:45</td>
<td>Session 3</td>
<td>Education Zone</td>
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<td>14:00</td>
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<td>15:15</td>
<td>Session 3</td>
<td>Education Zone</td>
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<td>16:20</td>
<td>Session 4</td>
<td>Union Development Zone</td>
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<td>16:35</td>
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<td>Time</td>
<td>Event Description</td>
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<tr>
<td>17:15</td>
<td>Access Break</td>
<td>1 hour, 30 minutes</td>
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<td></td>
<td>There will be refreshments available to purchase at the SEC Centre. Please see the Guidebook app for more info. Conference floor will close completely, please take all belongings and remove any litter.</td>
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<tr>
<td>17:30</td>
<td>Optional Fringe Sessions</td>
<td>60 minutes</td>
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<td></td>
<td>Please see the Fringe Guide if you are interested in attending fringes.</td>
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<tr>
<td>18:30</td>
<td>Conference Floor re-opens</td>
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<tr>
<td>18:45</td>
<td>Session 4 continues</td>
<td>Union Development Zone</td>
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<tr>
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<td>In this session we will discuss Union Development Zone motions and any amendments.</td>
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<tr>
<td>20:00</td>
<td>Statements</td>
<td>5 minutes</td>
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<td>Conference will vote on whether to hear 1 minute statements submitted to DPC</td>
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<td>20:05</td>
<td>Conference floor closes</td>
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<td>Conference floor will close completely, please take all belongings.</td>
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### Wednesday 28 March

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Details</th>
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<tbody>
<tr>
<td>09:00</td>
<td>Conference floor opens</td>
<td>Please arrive promptly in order that conference starts on time</td>
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<tr>
<td>09:30</td>
<td>Liberation Adoptions</td>
<td>Each of the campaigns will be asked to summarise their policy and work carried out for 5 minutes and where relevant, will propose their policy passed at last conference for formal adoption into the NUS UK policy document</td>
</tr>
<tr>
<td>10:00</td>
<td>Deadline for submission of Candidate Expenses to Elections Committee</td>
<td>Deadline for nominations to stand for Democratic Procedures Committee to the Chief Returning Officer – see Guidebook app for information on how to stand</td>
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</tbody>
</table>
| 10:00 | Session 5 | Welfare Zone                                                       | **Welfare Zone Report | Reports Document** | 45 minutes  
10:00 | 5 minute presentation from the Zone Convenor followed by 10 minutes where delegates may ask questions on how policy has been implemented. |
<p>| 10:15 | Welfare Zone Motions | Motions Document                                                   | 30 minutes | In this session we will discuss motions, and any amendments to them, in the Welfare Zone. |
| 10:45 | ELECTION: National President | Manifesto Document        | 30 minutes | Election for the position of NUS National President. (Candidates will be informed of the length of time for speech by the CRO) |
| 11:15 | Access Break: Conference floor closes                               | 30 minutes | There will be refreshments available to purchase at the SEC Centre. Please see the Guidebook app for more info. |
| 11:30 | Conference floor reopens                                            |                                                                                                                                                                                                 |
| 11:45 | Session 5 continues | Welfare Zone Motions                                               | 60 minutes | In this session we will discuss motions, and any amendments to them, in the Welfare Zone. |
| 12:45 | ELECTION: Three Vice Presidents | Manifesto Document       | 45 minutes | Election for the positions of Vice-President Higher Education, Vice-President Further Education and Vice-President Union Development. (Candidates will be informed of the length of time for speech by the CRO) |
| 13:30 | Access Break                                                        | 60 minutes | There will be refreshments available to purchase at the SEC Centre. Please see the Guidebook app for more info. Conference floor will close completely, please take all belongings and remove any litter. |
| 14:15 | Conference floor re-opens                                           |                                                                                                                                                                                                 |
| 14:30 | Session 6 | Society and Citizenship Zone                                      | 60 minutes |                                                                                                                                                                |
| 14:30 | Society and Citizenship Zone Zone Report | Reports Document       | 15 minutes |                                                                                                                                                                |</p>
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<th>Time</th>
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<th>Duration</th>
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<tr>
<td>14:45</td>
<td><strong>Society and Citizenship Zone Motions</strong></td>
<td>45 minutes</td>
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<td>Presentation from the Zone Convenor followed by 10 minutes where delegates may ask</td>
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<td>questions on how policy has been implemented.</td>
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<td>15:30</td>
<td><strong>ELECTION: Two Vice Presidents</strong></td>
<td>30 minutes</td>
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<td></td>
<td>Election of Vice-President Welfare and Vice-President Society &amp; Citizenship. (Candidates</td>
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<td>will be informed of the length of time for speech by the CRO)</td>
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<td>16:00</td>
<td><strong>Access Break</strong></td>
<td>30 minutes</td>
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<tr>
<td>16:15</td>
<td><strong>Conference floor re-opens</strong></td>
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<tr>
<td>16:30</td>
<td><strong>Keynote Speaker</strong></td>
<td>30 minutes</td>
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<td>Dr Faiza Shaheen</td>
<td>Director of CLASS and NUS UK Poverty Commissioner</td>
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<tr>
<td>17:00</td>
<td>**Session 6 continues</td>
<td>Society and Citizenship Zone**</td>
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<td></td>
<td>In this session we will discuss motions, and any amendments to them, in the Society</td>
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<td>and Citizenship Zone.</td>
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<td>17:45</td>
<td><strong>Access Break</strong></td>
<td>1 hour, 30 minutes</td>
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<tr>
<td>18:00</td>
<td><strong>Optional Fringe Sessions</strong></td>
<td>60 minutes</td>
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<td>Please see the Fringe Guide if you are interested in attending fringes.</td>
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<tr>
<td>19:00</td>
<td><strong>Conference floor re-opens</strong></td>
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<tr>
<td>19:00</td>
<td><strong>Deadline</strong> to challenge nominations to Democratic Procedures Committee to</td>
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<td><a href="mailto:governanceteam@nus.org.uk">governanceteam@nus.org.uk</a></td>
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<tr>
<td>19:15</td>
<td>**Session 7</td>
<td>Annual General Meeting</td>
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<tr>
<td>19:15</td>
<td><strong>Chief Returning Officer Report</strong></td>
<td>10 minutes</td>
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<td>Delegates will receive a presentation on the CRO’s report. Questions will be put</td>
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<td>and a vote will take place to accept each report.</td>
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<tr>
<td>19:25</td>
<td><strong>Democratic Procedures Committee (DPC) Report</strong></td>
<td>10 minutes</td>
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<td>Delegates will receive a presentation from the Democratic Procedures Committee</td>
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<td>(DPC). Questions will be put and a vote will take place to accept each report.</td>
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<tr>
<td>19:35</td>
<td><strong>National Executive Council, NUS UK Trustee and Nominations Committee Reports</strong></td>
<td>20 minutes</td>
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<tr>
<td></td>
<td>The National President as chair of the NEC, NUS UK Trustee Board and Nominations</td>
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<tr>
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<td>Committee will present each report. Questions will be put and a vote will take</td>
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<td>place to accept each report.</td>
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</tr>
<tr>
<td>19:55</td>
<td><strong>Statements</strong></td>
<td>5 minutes</td>
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</tbody>
</table>
Conference will vote on whether to hear 1 minute statements submitted to DPC

<table>
<thead>
<tr>
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<tr>
<td>20:00</td>
<td>Conference floor closes</td>
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### Thursday 29 March

<table>
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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>08:30</td>
<td>Conference floor opens</td>
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<td></td>
<td>Please arrive promptly in order that conference starts on time</td>
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<tr>
<td>09:00</td>
<td>Nations Adoptions</td>
</tr>
<tr>
<td></td>
<td>Each of the Nations will be asked to summarise their policy and work carried out for 5 minutes and will then propose their policy passed at last conference for formal adoption into NUS UK Policy where appropriate.</td>
</tr>
<tr>
<td>09:15</td>
<td>ELECTION: Block of 15</td>
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<tr>
<td></td>
<td>Election for the National Executive Council: Block of 15 members. (Candidates will be informed of the length of time for speech by the CRO)</td>
</tr>
<tr>
<td>10:15</td>
<td>Access Break</td>
</tr>
<tr>
<td></td>
<td>There will be refreshments available to purchase at the SEC Centre. Please see the Guidebook app for more info.</td>
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<tr>
<td>10:30</td>
<td>Conference floor re-opens</td>
</tr>
<tr>
<td>10:45</td>
<td>Annual General Meeting Continued</td>
</tr>
<tr>
<td></td>
<td>The Accounts and Estimates for the year will be proposed. A vote to accept the accounts and estimates will take place.</td>
</tr>
<tr>
<td>11:15</td>
<td>Annual General Meeting Motions</td>
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<tr>
<td></td>
<td>In this session we will discuss rules changes and AGM motions, and amendments to them</td>
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<tr>
<td>11:45</td>
<td>ELECTION: Student Directors, Democratic Procedures Committee</td>
</tr>
<tr>
<td></td>
<td>Election of members of Democratic Procedures Committee (4 places)</td>
</tr>
<tr>
<td></td>
<td>Election of Student Directors [Trustees] (3 places) (Candidates will be informed of the length of time for speech by the CRO)</td>
</tr>
<tr>
<td>12:30</td>
<td>Any other business</td>
</tr>
<tr>
<td>12:45</td>
<td>Closing Remarks</td>
</tr>
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<td></td>
<td>The National President will bring National Conference 2018 to a close.</td>
</tr>
<tr>
<td>13:00</td>
<td>Close of Conference 2018</td>
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</table>
Zone Reports
Purpose of this document

This document contains progress reports from the Priority Zone (owned by the National President) and the Vice Presidents as convenors of the five policy zones; Further Education Zone, Higher Education Zone, Union Development Zone, Welfare Zone and Society and Citizenship Zone.

Delegates should read these reports and will be asked to vote to accept them.

Submitting Questions

Should you wish to, you can ask questions of the Zone Convenors on the content of their reports and their work this year during the relevant accountability session. Please see the order paper to see the times of each report session.

Questions are submitted via online forms which are linked to in the Guidebook app and on the National Conference Hub. You may also wish to refer back some or all of any report if you would like the Zone Convenor to reconsider the content for any reason.

Deadlines

All deadlines for submission of accountability questions or motions are listed in the Guidebook app and on the National Conference hub. Please note that in some cases the deadline is before the start of National Conference.

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Society and Citizenship Zone Report ................................................................................ Page 28
Priority Zone report

**Author**
Shakira Martin, President

**Action**
Approve

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**Section 1 | Priorities for 2017-18**

<table>
<thead>
<tr>
<th>Projects</th>
<th>Progress since 1st July 2017</th>
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</thead>
<tbody>
<tr>
<td>Poverty Commission</td>
<td>I have commissioned an extensive one-year Poverty Commission, which has looked at the impact of class on access and participation into post-compulsory education. This has included working with commissioners from CLASS, the Rowntree Foundation, the TUC and the Equality Trust. This report is now completed and being reported at NUS National Conference. Following this I am developing a campaigns and advocacy strategy to secure the successful implementation of the report’s proposals. As a part of this, I ensured that a sub-nations board was convened, to ensure the work was sensitive to the policy and political particularities of the nations.</td>
</tr>
</tbody>
</table>
| Liberate Education| i) I have worked to ensure that NUS acts on the institutional racism review (IRR) that the organisation undertook, including through commissioning a mandatory race equity training programme for all NUS staff and FTOs. This is now also being rolled-out further to students’ unions.  
ii) I spoke at the Equality Challenge Unit annual conference.  
iii) I undertook extensive work promoting International Women’s Day, including promoting the work of the Young Mayor of Lewisham, as a young, black woman leader, and speaking at the ‘What Women Want 2.0’ event in parliament, amongst many inspirational women leaders.  
iv) In collaboration with the VP Higher Education and Black Students’ Officer, I have ensured that the Black attainment gap is a key piece of work this year, including raising this directly with the higher education minister as a priority issue.  
v) I have driven work on mental health and student well-being, including supporting research into faith and mental health, led by our VP Welfare and the Disabled Students’ Officer. |
| **London Night-time Economy Commission** | I have sat on Sadiq Khan, the Mayor of London’s commission into the **Night-Time economy** – looking at how policy can be developed to ensure that the night-time economy is accessible, safe and sustainable. An example of this is looking at what can be done to challenge the rise in knife crime. The commission will be reporting later this year. I will be working to ensure that London universities and colleges will be involved in this process as it comes to the later stages.

I will subsequently wanting to work with SUs and other elected mayors and local authorities across the country to look at where the findings can be applied to other regions of the UK, where relevant. |
| **Post-compulsory education funding** | I have worked to put **post-compulsory education funding** on the political agenda, including through extensive media appearances across the national media outlets (including Sky News, BBC News, ITV News and many others); attending and speaking at all Labour, Conservative and SNP political party conferences; giving oral evidence to the **Lords Economy Committee** on post-compulsory education funding, and through numerous meetings with politicians and other key stakeholders.

Through this work, and the work of SUs up and down the country, we have ensured that the pressure built, leading the government final to call a review of tertiary education funding.

I have worked closely to ensure to seek to ensure that the student voice was a critical part of the newly established **Office for Students** (OfS). This has included speaking at the launch of the OfS, and joining their new student panel – as well as ensuring that students’ unions are a key part of this process. |
| **Brexit** | I have worked to ensure that NUS is doing all we can to ensure that the student voice is heard through the Brexit process – a process that students did not vote for, but the consequences of which we will have to live with.

This has included:

- Attending a trilateral meeting with myself and the Presidents of NUS-USI and USI, to look at how we can address the challenges that will be raised particularly in a Northern Irish context.
- Inviting Marius Deaconu, President of the National Alliance of Student Organisations in Romania (ANOSR) to deliver a keynote speech at NUS National Conference. Romania hold the Presidency of the EU for the next six months, and so we will be building on these links to ensure that students are heard as part of the Brexit process – and |
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
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<tbody>
<tr>
<td>Challenging toxic cultures wherever they arise within the student movement</td>
<td>I have been working ever since my election to challenge the at-times toxic cultures that can develop within the student movement, including within NUS. As a key part of this work, I have commissioned an organizational review, and I will be ensuring that the organization acts on the findings of this process.</td>
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<tr>
<td>Standing alongside UCU</td>
<td>I have worked to ensure that NUS provides meaningful support and solidarity to UCU, the lecturers’ union, through their dispute with university leaders regarding the proposed changes to the USS pension. This has included regular meetings with Sally Hunt, UCU General Secretary; coordinated communications and media engagement, to support their position, and speaking at key events, including a large rally in central London, alongside Sally Hunt and Frances O’Grady, TUC General Secretary. I am aware that the industrial action of course presents challenges for students, and I have worked to ensure that we recognise these to be the fault of the university leaders themselves. I have commissioned legal advice which SUs can use to support students who wish to issue complaints against their institutions.</td>
</tr>
<tr>
<td>Governance structures</td>
<td>I have prioritized the work on challenging the culture of the student movement – given that without having a good culture, our governance itself becomes inaccessible. However, we have undertaken some smaller projects: i) We have trialled online voting at Zones Conference where this has worked really well - a process which has been overseen by the Chief Returning Officer - and for the priority ballot which has been overseen by the Democratic Procedures Committee. ii) We are now confident with these processes and will continue to utilise them going forward. Online voting for national conference, and voting in policy electronically is trickier and we are not currently able to offer this in a secure way. We will continue looking into this over the coming year.</td>
</tr>
<tr>
<td>International students</td>
<td>I have worked to promote the work of the campaign – including through ensuring that the ISC conference was increased to two days. I have also spoken at several events for international students, including at a joint NUS-STAR conference.</td>
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## Section 2 | Priority Zone Policy

<table>
<thead>
<tr>
<th>National Conference Policy</th>
<th>Progress</th>
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<tbody>
<tr>
<td></td>
<td>What work has been done in this area since 1st July 2017</td>
</tr>
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</table>

### Liberate Education

1. I have worked to ensure that NUS acts on the institutional racism review (IRR) that the organisation undertook, including through commissioning a mandatory training programme for all NUS staff and FTOs. This is now also being rolled-out further to students’ unions.
2. I spoke at the Equality Challenge Unit annual conference.
3. I undertook extensive work promoting International Women’s Day, including promoting the work of the Young Mayor of Lewisham, as a young, black woman leader, and speaking at the ‘What Women Want 2.0’ event in parliament, amongst many inspirational women leaders.
4. In collaboration with the VP Higher Education and Black Students’ Officer, I have ensured that the Black attainment gap is a key piece of work this year, including raising this directly with the higher education minister as a priority issue.
5. I have driven work on mental health and student well-being, including supporting work on faith and belief and mental health, led by our VP Welfare.

### General Election

1. I worked flat-out through the general election campaign to ensure that students across further and higher education were registering to vote. As VP Further Education at the time, I particularly spear-headed out work engaging students in further education. Students and young people turned out in record numbers, and the work that students’ unions across the UK undertook – with support from myself and others at NUS – was a critical factor in this.
Further Education Zone Report

**Author**
Emily Chapman, VP Further Education

**Action**
Approve

### Section 1 | FE Zone Priorities for 2017-18

<table>
<thead>
<tr>
<th>Projects</th>
<th>Progress</th>
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</table>
| #myFEjourney      | • Launched the #myFEjourney campaign  
• Provided campaigning packs for FE students’ unions across the country to lobby locally for discounted travel  
• Carried out a survey of 1000 FE students and apprentices about the challenges they face with travel, enabling NUS to understand problems in local areas, such as East Mids and North West ahead of campaigning next year |
| Learner Voice Framework | • Launched the LVF at FEstival at Walsall College in November.  
• Sector launch of LVF at AoC conference, speaking to college principals, governors and the wider sector  
• Self assessment tool developed allowing colleges to evaluate the effectiveness of their learner voice and plan for development.  
• 23 institutions working through the framework already with a further 12 having registered interest. |
| Adult Education   | • Attended three All-Party Parliamentary Groups on Adult Education – first time NUS have attended for a number of years  
• NUS on the steering group of a sector-wide research piece, led by the Worker’s Educational Association (WEA) into the experiences of Adult Learners within the sector.  
• Have also contributed part of campaign budget to support this research piece. |
| SEND Learners      | • Working on a project establishing student voice structures in specialist colleges with NATSPEC  
• Visited a number of specialist colleges throughout the year to meet their reps and students’ unions.  
• Been making the case for NUS to become a more inclusive space for LLDD, including continuing with Makaton training and signage and improving accessibility at our events |
| National Society of Apprentices | • Worked closely with the National Society of Apprentices, including visiting their working weekends.  
• Supported them in developing their campaign in just two hours to make the case for discounted travel for apprentices to get to their place of work/study. |

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**Section 2 | FE Zone Policy**

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<tr>
<th>National Conference Policy</th>
<th>Progress since 1st July 2017</th>
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| Putting Learners at the heart of the Post 16 Skills Plan | • Met with DfE to discuss and involve NUS in several aspects of the post-16 skills plan  
• Secured an NUS place on the DfE Technical Education Stakeholder Advisory group.  
• Delivered sessions on the P16 Skills plan at SU2017, FEstival and Zone conferences as well as producing briefings for members on the T-Level and Skills action plan.  
• Visited and spoken to SEND colleges and raised concerns regarding skills education below level 2 not being included in the government’s plan to DfE. |
| Save Our Support Services | • Signed a letter as part of the “Save our Sixth-Forms” campaign led by the Sixth Form Colleges’ Association calling for the Post-18 funding review to be extended to reviewing the poor state of funding for 16-19 provision.  
• On 19th March, Skills Minister Anne Milton confirmed that DfE were reviewing the state of funding and resilience of the sector – a great win for us and the sector.  
• Work with AoC and VP Welfare on the mental health green paper continues |
| An Agenda on Tertiary Education | • Response to the Tertiary Education Funding review and the Select Committee Inquiries into value for money made a clear case regarding tuition fees and access to maintenance support is also an issue for adult learners studying level 2 and 3 qualifications and the over 1million fewer adult learners studying now following the introduction of Advanced Learner Loans.  
• Met with representatives from UNISON to discuss the way forward in campaigning for better funding for FE  
• Supported the UCU strikes in FE over pay and conditions. |
# Higher Education Zone Report

**Author**  
Amatey Doku, VP Higher Education

**Action**  
Approve

## Section 1 | HE Zone Priorities for 2017-18

<table>
<thead>
<tr>
<th>Projects</th>
<th>Progress since July 1st 2017</th>
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<tbody>
<tr>
<td><strong>Brexit</strong></td>
<td>NUS’s Brexit Task Force has worked on a proactive lobbying strategy, nationally at a sector and government level and across the EU, to make sure that we protect students against the huge risks posed by Brexit. We have ensured that the UK will remain a member of Erasmus+ until 2020.</td>
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<td>We have worked closely with the European Students Union, hosting a Summit in Cardiff and passing a resolution at the European Students' Board to stand in solidarity with UK students.</td>
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<td></td>
<td>I have also taken part in the Students of the World campaign, to highlight the value that international students bring to higher education.</td>
</tr>
<tr>
<td><strong>Tackling the Black Attainment Gap</strong></td>
<td>The Black Attainment Gap has been a major priority. To support you at a local level, NUS has released a guide for students' unions to sign their institutions up to the Race Equality Charter Mark.</td>
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<td></td>
<td>At a sector level, we are working with Universities UK on a collaborative project to tackle the Attainment Gap; they have agreed to commission research, and bring universities, students and students unions together to share the work that is being done in this area. That report is being released later this year.</td>
</tr>
<tr>
<td><strong>Implementing the Higher Education &amp; Research Act</strong></td>
<td>We have prioritized responding to and influencing the new regulatory framework for English higher education, meeting with every major sector agency and influencing their responses, using our seats on sector committees to push for our vision of higher education, and supporting unions to have impact on their institutional responses.</td>
</tr>
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</table>
In December 2017, over five hundred pages of consultation documents were released. NUS responded to the five major consultations and supported students' unions to shape our response, influence their institutions and submit their own – with eight workshops, one to one support and online guidance reaching over 80 students' unions across the autumn term.

The new UK Wide Quality Code for Higher Education contains a commitment for institutions to engage students collectively and individually in their educational experience, which is a significant move away from the shift to individual feedback collection which was proposed.

The New Regulatory Framework for English Higher Education contains a number of concessions that NUS has forced, not least a focus on supporting institutions to have meaningful student engagement at their top level of governance, robust student protections across the sector, and a commitment to independent advice and advocacy on campuses.

We have been working towards and healthy and challenging relationship with the leadership of the Office for Students, representing students' interests in regular meetings and having a key influence in the composition of the student panel.

We have not been afraid to be vocal in our challenge of the new regulator, particularly around the principles of student representation and engagement.

As more becomes apparent about the organised moves from Whitehall to block NUS from the OfS Board, we will continue to challenge attacks on the power of the student movement whenever they arise.

We will continue to work with the student panel, and advocate that the place on the OfS Board dedicated to an advocate for the student experience be filled by a student. While we welcome the appointment of a student to the Board, we believe that the designated place should not be left vacant.
Section 2 | HE Zone Policy

<table>
<thead>
<tr>
<th>National Conference Policy</th>
<th>Progress since July 1st 2017</th>
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<tr>
<td></td>
<td>This year we have faced a monumental amount of work as a movement to influence and affect key changes in relation to the Higher Education and Research Act, including the establishment of the Office for Students, appointment of a new designated Quality body, the release of a new regulatory framework for English HE and the redrafting of the UK-wide Quality Code.</td>
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<td></td>
<td>I have prioritised the work from this motion that these opportunities directly relate to, as directed by CR5. We have had a big win on CR4, strengthening the involvement of students within the new-look Quality Code.</td>
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<td></td>
<td>We have also had a great amount of success on CR6, ensuring through the new regulatory framework that students must in law hold places on senior governance bodies in their HE institutions across England. I will be following up with guidance and support for unions on making the most of this development.</td>
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<td>I have continued to support work to support students' unions with their course rep systems, with work from both NUS and TSEP directly supporting unions in this, as well as attending course rep conferences around the country.</td>
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<td>NUS have also been key in governmental lobbying on learning gain, sitting on the national Learning Gain steering committee. On PGT NSS, our NEC PGT Rep Amelia Horgan holds the place on the Postgraduate Information Steering Group ensuring our opposition to a PGT NSS is registered.</td>
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<td>There are some elements of this motion I have chosen to delay until the second half of the year in order to focus on the establishment of the OfS, and also in line with when the best points in time to develop influence are. In April, I will begin a project on a positive visioning for Teaching Excellence, to tie in with the independent review of the TEF. I remain as ever vocally committed to a Teaching Excellence Framework that actually delivers excellence in teaching.</td>
</tr>
<tr>
<td>Motion 204: Partnership is (almost) dead, long live student power!</td>
<td>In the rapidly developing landscape around the Higher Education and Research Act, I have made sure to centre students' collective interests throughout the work - making the power of students and students' unions a key priority within our influencing strategy.</td>
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</table>
I have focussed on this principle in our work around the development student contracts area, arguing successfully for students to be understood not just as individuals but as collective bodies, with collective representation being the best way in which to empower and develop the student voice inside higher education.

Another key priority I focussed on was student protections – throughout the new regulatory framework and in our wider work on the HERA. I have ensured NUS have worked with sector bodies including the OIA and CMA to enhance students’ rights in their education.

Motion 206: Free Education

It is no secret that I support free education. I ran on a mandate to continue our work on free education and have done so throughout this year. I have maximised opportunities not only to state our case about a free, accessible and liberated education system, but also to take opportunities to bring it into practice.

I have prioritised work to deliver briefings and guidance to the Labour Party on their education policy as they work towards their next general election manifesto, to ensure that any policy on free education focusses on what matters to students.

I have also been on national television, including Sky News and the BBC, stating our case for free education, and have lobbied the government on the case for free tuition and increasing maintenance support – all key elements of our free education policies.
# Union Development Zone Report

**Author**  
Ali Milani, VP Union Development  

**Action**  
Approve  

## Section 1 | UD Zone Priorities for 2017-18

<table>
<thead>
<tr>
<th>Projects</th>
<th>Progress since 1st July 2017</th>
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<tbody>
<tr>
<td>Activities Fund</td>
<td>One of our flagship projects that I promised to last year’s conference was the <strong>activities fund</strong> - which launched in the summer.</td>
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<td>The activities fund for the first time ever gave us an opportunity to directly fund and support societies, sports clubs, media groups, activist networks and volunteer groups on your campuses.</td>
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<td>We have seen FE Colleges, small and specialist unions and student activists running campaigns and events side by side with NUS. So now if you stop them on campus and ask what is NUS, they can answer loud and clear.</td>
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<tr>
<td>Participation in Sport</td>
<td>Sports clubs are such an integral part of so many of our students’ lives, and last year you elected me on a mandate to move sports beyond a whisper on conference floor and into a priority.</td>
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<td>We launched the <strong>Sport, Sport, Sport</strong> research which looked at breaking down the barriers to participation in sports clubs. This wasn’t your average toolkit - its aim is to arm our officers around the country with the arguments and facts they need.</td>
</tr>
<tr>
<td>Internationalisation Toolkit</td>
<td>Our campuses and students are internationally diverse, and that needs to be reflected in our movement and students’ unions. For the first time, we partnered with the International students campaign to <strong>launch our internationalisation toolkit</strong>, supporting SUs and institutions to make our movement more accessible for international students.</td>
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</table>
| Fighting for a more just and sustainable society | Another key priority of our UD Zone this year has been to make sure everything we do is in line with our values and our strong tradition of social justice. Our work with #StopFundingHate has been at the forefront of that belief. 

We have launched campaigns calling on advertisers in the Daily Mail, The Sun and the Express to divest their money until they stop printing such hateful, racist and islamophobic material. So often our activists and SU Officers are attacked and demonized by the far right press; now we fight back. 

We have also launched the **ethics board**, which is a student-led coalition to make sure we use our strong commercial and trading arm to fight for a more just and sustainable world. |
| --- |
| Reimagining NUS Extra | We’ve heard it before: NUS Extra is more than a discount card. Our discount card puts money back into the pockets of millions of students. However, our Extra card is now crying out for a radical and digital makeover. 

Rather than talk about it, we have just got on with it and begun bringing NUS Extra online and revolutionising the offer for students. We will be launching our brand new product not in 5 years time, but this coming summer! |
| FE Union Development | Further Education is not just a priority around conference time, it’s something that has to be woven into our DNA. Our FE Union Development work has doubled this year and has seen us growing our movement by welcoming 9 new FE members. 

Union Development is bigger, is stronger and is in an exciting position to shape our unions for years to come. |
### Section 2 | UD Zone Policy

<table>
<thead>
<tr>
<th>National Conference Policy</th>
<th>Progress since 1&lt;sup&gt;st&lt;/sup&gt; July 2017</th>
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| Civic Engagement through political action | This year we ran the tenth annual Student Media Summit in collaboration with Amnesty International - the premier gathering for students aspiring to careers in media. This year’s keynotes were Owen Jones, author, commentator and columnist for the Guardian, Shaunagh Connaire, presenter of Channel 4’s ‘Unreported World’ as well as the Telegraph’s foreign editor Jessica Winch. The VP society and citizenship launched the Activist Academy in partnership with Citizens UK, equipping attendees with the skills and knowledge needed to increase campaigning capacity in students’ unions.

We supported the Sustainable Development Goals Teach In (#SDGTeachIn), pushing for the SDGs (including ending poverty, ensuring inclusive and equitable quality education, and promoting sustainable economic growth) to be embedded into every single course, at every college and university.

Our disabled students officer coordinated political literacy training for members of the disabled students campaign. |

| The Inclusion Journey Continues | We have been working hard over the last 18 months to improve the accessibility of what we do so that our members with special educational needs and disabilities (SEND) are better able to engage in our work.

We’ve had a number of successes in this area; recognition as a *Makaton Friendly* organisation, partnerships with new sector bodies and an increase in the number of affiliates from specialist provision. I have also written to the minister responsible for our SEND colleges to push for increased investment in supporting our SEND learners. We are continuing our work in this area as we move through our democratic events this year, and National Conference in Glasgow will be a key point in this.

To ensure that our members with SEND are able to engage and enjoy our events, we have taken a number of steps which include:

- A set of introductory slides designed to help new delegates with SEND understand the wider context of national conference and |
| if we don’t #lovesu’s then nobody will! | what to expect to help settle nerves and reduce anxiety

- A specific set of joining instructions that are more accessible for delegates with SEND
- Appropriate signage and signposting around our venues – including Makaton symbols for those who use them
- Dedicated support offered in advance of National Conference for delegates with SEND to understand the conference motions document. This will help to ensure that delegates are informed on discussions, wider debates and the motions that will matter most to them
- A dedicated **Wellbeing Space** which will be a calm and quiet space where delegates will be able to escape the business of conference. This space will be offered as part of the conference’s wider safeguarding and access support |

We have also visited Derwen College a number of times to engage with long standing members that have been leading NUS to working on its Inclusion Journey. Following this we have written to the Minister for Local Government around the funding provided for SEND.

| free periods | To champion the work of local students’ unions I coordinated the national #lovesus week in January 2018, highlighting stories of the positive impact of SUs on individuals across the movement. We provided online materials to students’ unions to allow them to participate in #lovesus week locally and saw over 40 Students Union’s across the U.K. The focus on individual stories allowed us to highlight the impacts Students Union’s have on the lives of individual members of our movement. From Society committees, sports club captains and sabbatical officers! |

| NUS extra card | This year we have worked in conjunction with the Women’s officer and campaign to incorporate sustainable and environmentally friendly sanitary products into the purchasing consortium. Working with Lunette company, we are working on ensuring we can provide these products to our members. We are also working with the Women’s campaign and Lunette on a Period Pride campaign through the purchasing consortium. This year we are seeing the most radical change of the NUS extra product since it was created. Finally seeing digital NUS extra come to life, we are working with our member Unions to design an NUS extra offer fit for the next decade and beyond. Focusing in on the local offer and the engagement of SU’s, we are integrating |
campus societies, sports, media, democracy and all elements of student life.

Our aim ensuring that the new NUS Extra product is designed to allow students to access more local discounts including a more diverse range of restaurants. From local offers to Kosher and Halal ranges.
Welfare Zone Report

Author
Izzy Lenga, VP Welfare

Action
Approve

Section 1 | Welfare Zone Priorities for 2017-18

<table>
<thead>
<tr>
<th>Projects</th>
<th>Progress since 1st July 2017</th>
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<tbody>
<tr>
<td>Mental Health on Campus</td>
<td>I worked with the Union of UEA students to FOI 133 universities, across the UK, to get the full picture on mental health provision for our members. The results were truly shocking but not surprising. Only 22% of them had a mental health strategy in place for their students.</td>
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<td></td>
<td>In response I produced campaigns guidance for SUs in FE and HE so they can lobby their institutions to commit to whole-institution review, putting students mental health front and centre in their strategic planning – and taking the step back to address the causes of students mental health.</td>
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<td>I have constantly brought to the forefront of sector meetings and panel discussions the need for culturally competent mental health services on campuses, ensuring that students from minority backgrounds and groups are not further failed by their institutions counselling and mental health services – especially as within some of these groups, the stigma around mental health remains extremely prevalent.</td>
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<td>I have also constantly challenged the sector on the need to not look at student mental health in isolation, as we will only fully solve the mental health crisis when the different sectors that affect students’ welfare, such as housing, finance and safety have this issue at the forefront of their agenda, and I have done just that.</td>
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<td>This year I secured mental health first aid training offered via the NUS learning academy to all students’ unions at a massively discounted price, and to FE unions for free. MHFA training can be literally lifesaving and I’m so</td>
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</table>
pleased to have been able to offer to so many unions, to ensure that we are there when students may need us most.

We also raised awareness around mental health for apprentices in collaboration with representatives from the National Society of Apprentices. with the focus of world mental health day being on mental health in the workplace, we ensured the apprentice voice was not lost in this and within sector meetings too.

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<tr>
<th>Alcohol and Drugs</th>
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<tr>
<td>This year has been really successful for the alcohol impact programme. On 22nd February in Leeds, we hosted the first ever national students and Alcohol conference where 120 delegates learned, discussed and collaborated on the theme of ‘students and alcohol’ and how to foster more inclusive and welcoming campus environments. Together, myself and the trans officer launched the first ever comprehensive national study seeking to understand the nature of students’ drug use in order to ensure that our students’ unions so as a movement we can begin to reduce drug use harms, better support students who use drugs, begin to reduce harms and enable them to stay in education.</td>
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<th>Housing</th>
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<td>I successfully lobbied for the NUS affordability criteria to be applied to universities not just to private providers in the London plan. This means that all new student accommodation (universities and private providers) in London has to provide 35% of all new accommodation at an affordable rent – no more than 55% of the maximum student loan, reserved for students from low income households. There are on average around 3000 new beds in London a year, which will result in 1000 affordable beds each year due to this success. We are using this win as leverage to plan how we can work with SUs local authorities across the UK and supporting SUs to lobby for similar concessions in their local areas, Following the horrific tragedy of Grenfell, concerns were raised about the potential use of dangerous cladding on the exterior of student halls, and what this could mean for fire safety. In response I produced guidance for students and students’ unions around the implications for students living in high rise accommodation. This guidance contained the legal obligations for halls providers to adhere to alongside a checklist for SUs and students on safety provisions within their high rise accommodation. I have attended and spoken at events on this topic, and have worked with the codes of management for halls providers on ensuring student accommodation is safe and is following its required standards for fire safety.</td>
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</table>
Working with Jess, the Trans Officer, I have won recognition of trans students’ accommodation needs for the first time in its history. Together we lobbied for changes to the ANUK/Unipol Code that regulates purpose built student accommodation so that trans students have access to toilets, showers and changing facilities in their accommodation where they feel most comfortable.

I launched the second Homes Fit for Study report, this time with a focus on Fuel Poverty. We found that significant numbers of students were living in cold and damp homes that they couldn’t afford to heat. On the back of that I put together a collection of resources to help SUs support students in fuel poverty, including information on understanding your bills, money saving tips and a guide to switching supplier.

I responded to a consultation on the need to mandate landlords to make improvements to their properties to make student homes warmer and cheaper to heat, and I provided a template for Students Unions to submit their own responses too.

Alongside the international students officer, we co launched an updated version of the ‘University Guarantor Scheme’, with a particular focus on the benefits of these for international and estranged students. Since then a number of students unions have successfully worked with their universities to ensure that their institution can act as a guarantor for students who may need it.

I published a Charter on Tenants’ Rights which lays out the legal rights that students have living in the private rented sector, in a clear and easy format. With the Charter, students can quickly see if their landlord is doing something dodgy and get in touch with their SU for help.

And finally I put out two new animations as part of our tenant training programme, Ready to Rent, on choosing your housemates, and money management.

Faith and Belief and Hate Crime

This year we have continued to see a rise in hate crime on campus including swastikas and a Nazi flag. We must ensure that we learn the lessons from the darkest parts of history and take responsibility for fighting against hate as the student movement. This year I’m proud that NUS has partnered with the Union of Jewish Students and the Holocaust Education Trust on a pioneering project for Holocaust Memorial Day, Our Living Memory.
We put together a resource guide for Students Unions’ to run their own events to commemorate Holocaust Memorial Day and bring Holocaust survivors to their campuses, as well as a range of resources that went up on NUS connect.

Our Living Memory held over fifty events at instructions across the country, both in FE and HE and in collaboration with local and national authorities. Now more than ever is it vital that we’re listening to the stories of Holocaust survivors as soon we will not be in a place where we will be able to hear their testimonies first hand. I was honoured to have welcomed Mala Tribich a Holocaust survivor to speak at Nus zones conference. The first time NUS has had a holocaust survivor speak at an event for an extremely long time.

After continually raising awareness of the prevalence of antisemitism in society and in the student movement, I was delighted to hear the announcement that the Ministry for Housing, Communities and Local Government will be providing £144,000 of funding for a joint UJS and HET trip to take 200 student leaders to visit Auschwitz. I look forward to working with UJS and HET on this, offering NUS’ full support.

For National Interfaith week, I teamed up with Interfaith Network (the leading interfaith charity in the UK) to provide student ‘Coffee Conversations’ – another way of getting involved during interfaith week. I also supported a number of SU’s doing some great interfaith work during this week. This contributed to the largest interfaith week ever.

On behalf of the Welfare Zone committee I made submissions to the Poverty Commission with recommendations based around student finance. In particular I asked for the reinstatement of the NHS bursary scheme for all allied health courses and the introduction of properly funded and easy to access university and college hardship funds for student that are struggling.

I’ve been working with Unison, to understand the experiences of healthcare students who have been subject to finance reforms including the move on to a loan system and the disastrous impact that is having for some, in particular students with families.

Finally I oversaw the annual publication of the Student Financial support booklet with NASMA and CPAG for all HE and FE unions and sent it out to all unions in England, Wales and Northern Ireland (Scotland you get your own one!).

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<tr>
<td>Social Media</td>
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<td>This year, I’ve ring-fenced funding for a campaign which will promote better digital behavior.</td>
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<td>It will emphasize the ‘power of the positive’ in the digital The best part of the campaign is that its being co-created with students and creative directors to develop an idea which is at the heart of student voice, and champions healthy debate and positive engagement.</td>
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<td>I have also renewed NUS’ social media guidelines and ensured they are sent out in the joining instructions before every NUS event. space and help us to get there collectively.</td>
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Section 2 | Welfare Zone Policy

<table>
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<th>National Conference Policy</th>
<th>Progress since July 1&lt;sup&gt;st&lt;/sup&gt; 2017</th>
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<td><strong>We Do not comply: Preventing Prevent</strong></td>
<td>I organised a meeting between myself and Ilyas (Black Students Officer) and Hareem (Women’s Officer) to agree the future of the Preventing Prevent work in NUS. It was agreed that the campaign would best fit within both the BSC and WC and I have offered my full support wherever it is needed.</td>
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<td><strong>Mental Health and Hardship</strong></td>
<td>I have fed into the Poverty Commission on the issues of student hardship and encouraged lots of member SUs to do the same. Through my formal written response to the call for evidence and via meetings and discussion I have continuously raised the issues of targeting financial support for students, and the deleterious impact of hardship on mental health.</td>
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<td><strong>Hate Crime</strong></td>
<td>This year we have continued to see a rise in hate crime on campus including swastikas and a Nazi flag. We must ensure that we learn the lessons from the darkest parts of history and take responsibility for fighting against hate as the student movement. This year I’m proud that NUS has partnered with the Union of Jewish Students and the Holocaust Education Trust on a pioneering project for Holocaust Memorial Day, Our Living Memory. We put together a resource guide for Students Unions’ to run their own events to commemorate Holocaust Memorial Day and bring Holocaust survivors to their campuses, as well as a range of resources that went up on NUS connect. Our Living Memory held over fifty events at instructions across the country, both in FE and HE and in collaboration with local and national authorities. Now more than ever is it vital that we’re listening to the stories of Holocaust survivors as soon we will not be in a place where we will be able to hear their testimonies first hand. I was honoured to have welcomed Mala Tribich a Holocaust survivor to speak at Nus zones conference. The first time NUS has had a holocaust survivor speak at an event for an extremely long time. After continually raising awareness of the prevalence of antisemitism in society and in the student movement, I was delighted to hear the</td>
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| Online Harassment | This year, I ringfenced funding for a campaign which promotes better digital behaviour.  

It will emphasise the ‘power of the positive’ in the digital space and help us to get there collectively. The campaign is being co-created with students and creative directors to develop an idea which is at the heart of student voice, and champions healthy debate and positive engagement.  

A priority motion on online harassment has gone to NUS National Conference on behalf of the Welfare Zone as one of my key priorities.  

I have spoken with influential MPs and sector bodies on how students can nationally work with those tackling this. We hope to have some developments over the summer. |
| --- | --- |
| Student Mental Health | I worked with the Union of UEA students to FOI 133 universities, across the UK, to get the full picture on mental health provision for our members. The results were truly shocking but not surprising. Only 22% of them had a mental health strategy in place for their students.  

In response I produced campaigns guidance for SUs in FE and HE so they can lobby their institutions to commit to whole-institution review, putting students mental health front and centre in their strategic planning – and taking the step back to address the causes of students mental health.  

I have also constantly challenged the sector on the need to not look at student mental health in isolation, as we will only fully solve the mental health crisis when the different sectors that affect students’ welfare, such as housing, finance and safety have this issue at the forefront of their agenda, and I have done just that. |
<p>| Mental Health: A Culturally Competent Framework | I have constantly brought to the forefront of sector meetings and panel discussions the need for culturally competent mental health services on campuses, ensuring that students from minority backgrounds and groups are not further failed by their institutions counselling and mental health services – especially as within some of |</p>
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
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<td>Mental Health First Aid</td>
<td>This year I secured mental health first aid training offered via the NUS learning academy to all students’ unions at a massively discounted price, and to FE unions with an even more significant discount. MHFA training can be literally lifesaving and I’m so pleased to have been able to offer to so many unions, to ensure that we are there when students may need us most. We also raised awareness around mental health for apprentices in collaboration with representatives from the National Society of Apprentices. With the focus of world mental health day being on mental health in the workplace, we ensured the apprentice voice was not lost in this and within sector meetings too.</td>
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<td>Ticket to Ride</td>
<td>This year one of the things I have worked closely with Emily the VP Further Education on is her ‘My FE Journey’ campaign which is all about the cost of travel to and from college. Where I’ve fed in most is around working out how we can link the severe underfunding of hardship funds in colleges and travel. We’ve been starting to lobby for a properly funded student financial support model within each college, especially around travel. In the first few weeks of college before the bursary even comes in so many students can’t even get to college because of the cost, but then of course leads to them having poor attendance and in some cases not even receiving their bursary, which is just a lose-lose situation. We must make sure there is a proper pot of money students can apply into to help them with travel to and from college, and hopefully win on this both to the Association of Colleges but also nationally with the government taking action on this to provide and extend the current bursary system too.</td>
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<tr>
<td>It Stops Here/ Sexual Violence</td>
<td>This vitally important work was picked up by the Women’s Campaign and a report into staff sexual misconduct is due imminently.</td>
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</table>
| NHS Bursaries | On behalf of the Welfare Zone committee I made submissions to the Poverty Commission with recommendations based around student finance. In particular I asked for the reinstatement of the NHS bursary scheme for all allied health courses and the introduction of properly funded and easy to access university and college hardship funds for student that are struggling.

I’ve also been working with Unison, to understand the experiences of healthcare students who have been subject to finance reforms including the move on to a loan system and the disastrous impact that is having for some, in particular students with families. |
| Housing | My focus for housing this year has been on securing improvements for students that live in the private rented sector, including tackling fuel poverty and clarifying renters rights. I published a report into Fuel Poverty and subsequently lobbied for a change in the law that would see private landlords mandated to spend up to £6000 on their properties to improve energy efficiency, making them cheaper to run and warmer for student tenants. I published a Tenants’ Charter that clearly lays out tenants’ rights so every renter can see what they are entitled to and when their landlord is breaking the law.

Earlier in the year I met with ACORN and have had preliminary discussions with Cooperatives UK about upcoming work on new models for student housing, including co-ops. |
| It's Time To Combat Anti-Semitism | I have worked with the Union of Jewish students closely and other community organisations this year on this. There is still a long way to go to rebuild relations and trust between NUS and the Jewish community, but I am proud to be championing this work, and ensuring Jewish students feel and know that they are welcome in our national movement and have a place here.

Alongside our campaign for Holocaust Memorial Day, after continually raising awareness of the prevalence of antisemitism in society and in the student movement, I was delighted to hear the announcement that the Ministry for Housing, Communities and Local Government will be providing £144,000 of funding for a joint UJS and HET trip to take 200 student leaders to visit Auschwitz. I look forward to working with UJS and HET on this, offering NUS’ full support. |
| Dual GP Registration for Students | Through my work on the UUK task force on student mental health I have lobbied for students to be simultaneously registered with a GP at both their home address and their University address to ease transitions between home and institution for all students, and particularly those with specific health needs. |
# Society and Citizenship

**Author**
Robbie Young, VP Society and Citizenship

**Action**
Approve

## Section 1 | Society and Citizenship Zone Priorities for 2017-18

<table>
<thead>
<tr>
<th>Projects</th>
<th>Progress since July 1st 2017</th>
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</table>
| Enacting the recommendations of the Jewish Students’ Research report | • Gave evidence in European Parliament around anti-Semitism on campus  
• National President spoke at APPG on anti-Semitism in Westminster Parliament  
• Re-established our relationship with UJS following publication of the survey report  
• Worked with students on campus to take forward recommendations, in particular campaigns to extend Kosher provision and ensure timetabling accounts for religious observance |
| Votes at 16 | • Worked with a coalition of partners to win Votes at 16 across the UK, including the Association of Colleges, British Youth Council and UK Youth Parliament  
• Supported the Private Members’ Bill in Westminster brought forward by Jim McMahon MP, including a letter-writing to MPs  
• Worked with NUS Wales to support them to win Votes at 16 in Welsh elections  
• Worked with SUs to lobby local mayors to support Votes at 16  
• BYC and UKYP  
• Supporting the next Private Member’s Bill from Peter Coyle MP |
| Political activism and community organising | • Worked with Citizens UK to organize two training days in London and Manchester for SU staff and officers, outlining the principles of community organising  
• Worked with Friends of the Earth to run an event in Cardiff working with 12 unions on environmental sustainability community organizing |
### Section 2 | Society and Citizenship Zone Policy

<table>
<thead>
<tr>
<th>Policy</th>
<th>Progress since 1st July 2017</th>
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| Reducing plastics waste on campuses  | • Ran The Last Straw campaign, with 20 SUs and 700 individuals signing up – national media coverage of the campaign followed  
 • Launched the Coffee cup campaign to get our institutions to work towards a reversal of the norm away from disposable cups as the standard, and have secured £30k external funding to take this work forward. |
| Brexit means Brexit or so we’re told | • Launched a joint letter with British Institute of Human Rights calling for the Charter of Fundamental Rights to be retained as part of the Withdrawal Bill  
 • Convened a coalition of sector stakeholders to call for the Charter of Fundamental Rights to be protected in the Withdrawal Bill  
 • Wrote a series of briefings for MPs to advocate the student interest ahead of the Withdrawal Bill debate in Parliament |
| Placements, Apprenticeships and Education for Good | • Pilot Placements for Good scheme launched in 2018  
 • Continued to expand Dissertations for Good |
| Defend migrants and support free movement | • Worked with STAR on its campaigns to support refugee students, extending their rights and access to further and higher education  
 •STAR and International Rescue Committee were invited to Zone Conference to talk to student officers and activists about their campaign work  
 • Worked with Open Britain and Labour Campaign for the Single Market to protect and extend freedom of movement rights threatened by Brexit  
 • Working with Erasmus+ UK to protect access to the Erasmus European study programme, especially by FE academics and students  
 • Lobbied MEPs for more safe and secure housing for displaced refugees around the EU in response to the migrant crisis |
| Community | • Worked with International Rescue Committee (IRC) and Ben and Jerry’s to lobby MEPs to ensure EU countries take in more refugees  
• Supported SUs to bring IRC and Ben and Jerry’s campaigns to various campuses across the UK  
• Organised an SU tour to show “8 Borders, 8 Days” – a film highlighting the dangers faced by Syrian refugees seeking safety, and showed film at Sustainability Conference and other NUS events  
• Training on community organising for SUs to ensure activists have skills to take this campaign forward |
| --- | --- |
| Strengthening the student voice | • Toured UK in an ice cream van to run voter registration campaigns on local campuses  
• Spoke on BBC Radio 4 about the importance of voter registration |
| NUS supporting the Abortion Rights Campaign for free, safe and legal abortion in Ireland and Northern Ireland | • Worked closely with NUS-USI on their campaigns to extend abortion rights to Northern Ireland  
• Worked with VP Equalities and Citizenship on USI’s campaign in Ireland – will support them ahead of referendum expected on 25 May and encouraging SUs to participate |
| Pay Inequality in Higher Education and Employment Rights of University Staff | • Worked with Living Wage campaign with SUs and universities  
• Supported UCU strike action over pension rights in 2018 – attended rallies in Durham and elsewhere  
• Worked with the GMB to ensure that SU members can become members of the GMB union |
| Fight Climate Change! | • Further expansion of Emissions Impossible campaign – now 63 universities have committed to divest from fossil fuels, almost half of all UK universities  
• Ran a Sustainable Development Goals teach-in to spark activism on local campuses – 29 institutions and 229 teaching staff took part, reaching 14,000 students.  
• Continued to support Student Switch Off – now reaching over 140,000 students  
• Ran training on community activism on sustainability as above  
• Working on new project to encourage students to switch to sustainable energy providers |
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Key information

Purpose of this document
This document compiles reports from key bodies which are accountable to National Conference, including the Chief Returning Officer (CRO) and the elections committee, Democratic Procedures Committee (DPC), the NUS UK trustee board and the Nominations Committee.

This document presents reports from a variety of bodies within NUS to National Conference.

The National Executive Council (NEC) is the body with political responsibility for the organisation between meetings of Conference and is made up of representatives from the policy zones, liberation, student sections and nations and the block of fifteen. It is chaired by the National President and has a subcommittee for Anti-Racism, Anti-Fascism.

Referring back reports
During the “business and work carried out section” of any report constituent members will be empowered to submit the following report motions:

1. The reference back of a specified part of the report
2. A motion of censure on a member of the relevant body or body as a whole

If 100 delegates wish to discuss the motion it will be moved. A member of the body will reply and the National Conference will immediately vote on the motion.

Following discussion of all Report motions or at the end of the time allocated for Report motions a member of the relevant body will sum up and the National Conference will vote on the adoption of all sections not referred back.
Chief Returning Officer Report

The Chief Returning Officer and Deputies
Jules Mason – Chief Returning Officer

Jules was appointed Chief Returning Officer at National Conference 2015 and reappointed after National Conference 2017. Prior to that he was a Deputy Returning Officer (2014-2015). He is Europe Operations Director at the ONE Campaign, a campaigning and advocacy non-for-profit organisation. He has held senior paid and volunteer roles in the voluntary sector: he is a former Vice-Chair of NCVO, and former Director of Strategy (interim) at the British Red Cross. Jules is a former student union activist – a former President of Southampton Solent University Students’ Union, member of the NUS NEC and former external trustee at London South Bank University Students’ Union.

Deputy Returning Officers

The principal Deputy Returning Officers are listed below. The Chief Returning Officer may, at times, appoint additional Deputy Returning Officers to oversee the administration of NUS elections.

Estelle Hart

Estelle is the Head of Student Experience at the University of Wales Trinity Saint David where she oversees student communication and induction amongst other projects. She’s a former NUS Wales and UK Women’s Officer.

Rhodri Roberts

Rhodri works at the London School of Economics & Political Sciences Students’ Union supporting and overseeing the Union’s democratic processes. He is a former NUS Wales LGBT Officer and in his spare time volunteers to support peer-led youth programmes across the country.

Kathy Wylde

Kathy is a long-standing supporter of the student movement and former student activist. She has served on and been chair of Disabled Students and Women’s Steering Committees as well as been a member of Democratic Procedures Committee. Kathy is an officer at Wirral Metropolitan College Students’ Union.
Introduction from the Chief Returning Officer (CRO)

Dear National Conference 2018,

During my tenure as your Chief Returning Officer, my priorities are to ensure:
- Accessible elections;
- Contested elections, and
- An effective elections committee.

This is my latest report as your Chief Returning Officer. It provides an overview of the work undertaken by me and my deputies since National Conference 2017 in fulfilling my three priorities.

I would like to thank and pay credit to the work of my Deputy Returning Officers (DROs), as well as Democratic Procedures Committee, members of the NUS National Executive and staff (in the Nations and UK), that I have had the pleasure to work with over the last year.

If you are a candidate, remember that voters react well to informed, responsive and accessible campaigns. Also, remember that you and your supporters must be respectful of other candidates. If you are a delegate, then please use your vote wisely and remember the students from your associations, guilds and unions that you are here to represent.

I commend my report to you and look forward to answering any questions you may have. Most importantly, I look forward to overseeing the elections at National Conference.

Best wishes and happy elections

Jules Mason, NUS UK Chief Returning Officer

Deputy Returning Officers

Estelle Hart
Rhodri Roberts
Kathy Wylde

Ensuring accessible elections

I have taken the following steps to ensure accessible elections:
- Issued guidance to all candidates standing in NUS UK elections about the important of conducting themselves, and their supporters, appropriately to ensure free and fair elections, and
- Worked with the Nations to update candidate information about roles that are contested at their summer conferences.
Ensuring contested elections
I have taken the following steps to ensure contested elections:
• Tweets via @nusconnect encouraging students and officers to stand in elections, as well as reminders of impending nominations deadlines;
• Promoted election opportunities that resulted in 104 candidates (compared to 120 candidates last year) at the 2017 UK Zone Conference elections, and
• Promoted NUS elections, resulting in, at the time of writing, 30 FTO candidates – NUS UK, Nations, Liberation and Sections (compared to 35 candidates last year), 34 Block of 15 candidates (compared to 29 candidates last year) and 9 Student Trustee candidates (compared to 5 candidates last year).

Ensuring an effective elections committee
I have taken the following steps to ensure an effective elections committee:
• Introduced a new system for dealing with election queries. DROs were allocated as the lead for different elections, dealing with queries and requests for rulings. My involvement was limited to providing a decisive ruling should there be an appeal against a DRO’s ruling;
• In addition to Annual Conference, ensured that I or my principal DROs oversaw elections at the following conferences: UK Zones, UCMC/NUS Wales Sections, UCMC/NUS Wales, LGBT+ and NUS Scotland, and
• Held a briefing session, supported by DROs, at Annual Conference with all candidates whose nomination closed before National Conference to inform them of election arrangements and reinforce their responsibility to conduct responsible, safe, fair and accessible election campaigns.

Election Rulings
At the time of writing I have been called upon to make the following Election Rulings:
• That NUS Full Time Officers are unable to stand for Democratic Procedures Committee (DPC);
• Requests from a student to have their photo removed from candidate’s election materials;
• Removal of references to NUS staff in a candidate’s election materials;
• That NUS NEC members can nominate candidates for NUS elections;
• Required NEC candidates seeking re-election to set up new social media election accounts;
• Ability for a registered student at a NUS member to seek nominations to be able to stand in elections at the International Students Conference even though they were not a registered delegate;
• The outcome of the International Students Officer election, following an appeal, and
• The behavior of observers during election counts.

I will report on other rulings at National Conference during my accountability report session.
Democratic Procedures Committee Report

Who sits on the Democratic Procedures Committee (DPC)?

Chair: Sam Mujunga
Vice Chair: Naa Acquah
Members: John Hein, Mariya Hussain, Bradley Langer, Camille Thomas, Hassun El Zafar, Michaela Tharby (co-opted), Noah Levy (co-opted)

What does the Democratic Procedures Committee do?

From the NUS Constitution:

Democratic Procedures Committee
62. The Democratic Procedures Committee of the National Union shall be responsible for the democracy of the National Union and shall have the power to govern and interpret all matters relating to democratic procedures except elections.
62.1 It shall also be needed to structure and run National Conference in such a way as to guarantee the accessibility of proceedings for delegates in line with the Democratic Procedures Rules.

63. The composition of the Democratic Procedures Committee shall be as follows:
63.1 nine Individual Members, four of which will be elected by the National Conference in even years and five in odd years. All of these will serve two-year terms at its annual meeting; and
63.2 non-voting members which it chooses to co-opt that shall not usually be Individual Members of the National Union.

64. A Full Time Officer appointed by the President shall be entitled to go to meetings of the Democratic Procedures Committee as a non-voting member.
65. The procedures of the Democratic Procedures Committee shall be further defined in the Democratic Procedures Committee Rules.

Introduction from the Chair

It is an honour for myself and the rest of the volunteers on the committee to serve at the pleasure of Conference.

DPC acts as the referee of National Conference. Our role is not to see that one side of the debate is successful over another, but instead to support the process and make judgements that we hope are fair and balanced. We seek to follow the rules and give guidance so that others can do so. We also want Conference to be accessible and an event that everyone can take part in and feel that their contribution is valid and respected.

Like all referees we do not expect everyone to agree with every decision that we make but we do ask that you recognise our role in keeping the policy process and the motions debate moving so that the democratic will of members can be set out over the 3 days in Glasgow.

Perhaps most importantly I ask that you as delegates enter the event with respect for each other and the right of people to have and express differing opinions. Safe discussion, debate and even disagreement is important for outlining the will of the membership and setting a policy mandate for officers but we ask you to consider all others at NUS Conference while you do so.
This year due to various constraints, including time and resources with conference meeting so early, the process for preparing for National Conference has been an especially difficult one. I would like to apologise for any confusion that may have been caused between motion submission, compositing and publishing online. We believe we have a process that enables as many constituent members to engage in the democratic process as possible and that we have handled any queries and concerns fairly, but recognise that every now and again some members may not be completely satisfied with this process.

I hope that you do enjoy National Conference this year and are able to engage in the whole process from start to finish.

Below you will find the DPC report, split into different sections, which should hopefully give you more of an idea as to the range of decisions that DPC make in any given year. I look forward to any questions you may have.

Sam Mujunga,
Democratic Procedures Committee Chair

Decisions of the Democratic Procedures Committee

- Promoting engagement in the democratic process
- Since the 1st of July 2017 the DPC has done the following:
  - Ensured the update of the NUS National Conference 2018 website (www.conference.nusconnect.org.uk)
  - Publicised the dates of Conference, the policy process and guidance on how to write a motion and the categorisation of different zones
  - Made available all live policy so delegates can be aware of policy which will lapse at this conference
  - Made available on the website information for delegates and students’ union staff to facilitate the Training process

Rulings on Motions and the democratic processes

- Since the 1st of July 2017 the DPC has done the following:
  - Ruled on the submission of text that was categorised within the wrong zone to NUS National Conference. We have reassigned text to the right zone to aid the debate at Conference. As a result of the high level of text wrongly categorised we will revise the advice we give members in the following academic year.
  - Ruled on motions submitted late or without the formal process where good reason was given, i.e. problem with the NUS submission website.
  - Ruled out of order motions which were not submitted on time. This includes a motion from the Disabled Students’ Campaign Committee.
  - Ruled out of order policy submitted by individuals who do not belong to a CM with policy proposal status. This includes motions submitted by the Parents and Carers representative on the NEC who does not have policy proposal status.
  - Ruled out of order text to alter the Articles that is not submitted in such a way that a change would be possible. This includes a motion from the International Students Campaign Committee.
  - Ruled out of order motions that would seek to change the Estimates without being submitted in the format required by the Rules. In so doing we have contacted the Unions and advertised the opportunity for them to reissue their challenge through the proper channels. This includes motions submitted by the NUS Black Students Campaign Committee, Strathclyde University Students’ Association and the FE Zone Committee.
  - Ruled out of order motions that are invalid because they impinge on the autonomy of Liberation Campaigns or the Nations. This includes a motion submitted by the NUS LGBT+ Campaign Committee.
  - Informed Unions where we have ruled text out of order and asked them for feedback, noting that the decision to oversee policy is reserved to DPC.
  - Drafted together text on similar issues so that Conference does not debate the same issue twice, in accordance with Rule 338. In so doing we have deleted text from some submissions that would create extremely long motions, most specifically on Mental Health where submissions were complementary but not identical. This was done so that Conference did not spend time debating the same issue several times through multiple amendments.
- Publicised a proposed change to the Articles (Motion AGM 601) so that Unions could submit amendments if they wish. No Unions wished to submit amendments.
- Publicised a process for the submission of Emergency Motions on issues that were Emergent since the close of Ordinary Motions and Amendments.
- Publicised a process for amendments to the Estimates.
- Changed the process for summations on motions: summations are dealt with differently across NUS conferences, so to achieve consistency, and also to save conference time and ensure debates are balanced, we have removed summations except for in places where amendments are present. Summations in these cases allow the proposer of a successful amendment to provide a short summary of the motion following changes.

**Other Actions**
- Facilitated the democratic process at Sections Conferences and provided support to NUS Wales Democratic Procedures Committee.
- Facilitated training sessions with various Constituent Member’s, including Small and Specialist Union’s
- Assisted with the democratic process at Zones Conference and NEC when requested
- Acted upon feedback from National Conference 2017 on the following issues;
  - Ensure that there are adequate breaks throughout each conference day
  - Water fountains around the conference venue
  - More bins for delegates to clear up after themselves
  - Worked on a jargon buster to make the process of understanding National Conference easier
  - Finishing the business of conference an hour earlier than in previous years to ensure smoother travel back for delegates before the bank holiday weekend

**Delegate Entitlement**
In the NUS Core Constitution, the bulk of participants in national Conference are made up of:

"a number of representatives from each Constituent Member, as decided in line with the National Conference Rules. An entitlement to a number of delegates per "full time equivalent" student at the Constituent Member, where "full time equivalent" means the total number of full time students added to 0.6 of part time students will be proposed by the Democratic Procedures Committee and agreed by Conference in accordance with the National Conference Rules; save that in proposing the entitlement figure the DPC shall ensure that the total number of delegates entitled to attend National Conference is calculated to not fall below 1400”

The National Conference rules say that:

"the number of full-time student members of the National Union who are members of that Constituent Member, and three fifths of the number of part-time student members of the National Union (rounded upwards in the case of fractions, to the nearest integer) who are members of that Constituent Member, will be added together. This figure will be known as the number of 'full-time equivalent students’. In adopting the relevant section of the Democratic Procedures Committee report, the National Conference will annually set a figure, which each constituent member may elect one delegate for from their full time equivalent students. In proposing the figure, the Democratic Procedures Committee will consult with the trustee board and pay due regard to the need to ensure wide participation, demographic change, accessibility and an event within financial means. In the event that the relevant section of the Democratic Procedure Committee report is not approved the entitlement figure will be the one last used for National Conference”

**Proposal for 2018/9**
As the NEC and Trustee Board have not proposed an increase in the conference budget for 2018-9 in the estimates, we do not have any real room to increase delegate entitlement.

DPC propose retaining the delegate entitlement as 1 delegate per 3,500 students.
Welcome to National Conference and to this report from the NUS UK Board. The Boards and Committees are an important part of the NUS governance processes. They ensure that our organisation is legally and financially secure, so that we can continue to campaign on the issues that affect our students the most.

To achieve this, the NUS UK Board oversees our Student Voice work. At each meeting the Board will receive updates on the progress and actions against project100 and other key projects, to ensure the continued effectiveness of NUS in tackling key student issues. Other powers are delegated by the Board, and we also receive reports from the Audit and Risk and the Human Resources Subcommittees.

This report provides a summary of the updates and decisions made at this Board and the attendance of the Trustees. My report further highlights some key things that have happened over the past 12 months.

This report is on behalf of the Trustee Board. National Conference are asked to note its contents and approve this report.
What does the Trustee Board do?

The Board of Trustees shall be responsible for the management and administration of the National Union and may exercise all the powers of the National Union as set out in these Articles of Association and the Rules. Subject to Article 69 the Trustee Board’s principal function in exercising its powers, duties and functions shall be to serve the aims, objects and wishes of the National Conference, National Executive Council and committees in line with Policy set out by those bodies.

No alteration of these Articles or the Rules shall invalidate any prior act of the Trustees which would have been valid if that alteration had not been made. A meeting of the Trustees at which a quorum is present may exercise all powers exercisable by the Trustees.

The Board of Trustees’ powers under Article 67 shall include but not be limited to ultimate responsibility for the:
- management and administration of the National Union;
- the Detailed Internal Budgets of the National Union; and
- in conjunction with the National Executive Council, the formulation and proposal to the National Conference of the Budget of the National Union as presented by the National President.

The Board of Trustees shall only have the power to overrule administrative implications of decisions of the National Conference, the National Executive Council, the Nations, the Liberation Campaigns, the Student Sections, the Zones and/or the Democratic Procedures Committee on the following grounds:
- financial risk; and
- legal requirements;
- and the Trustee Board shall seek appropriate external advice before exercising its power to overrule and shall report every exercise of its power to overrule the National Conference in line with the Rules.

The Trustee Board does not have any power to overrule or amend Policy and it does not have the power to overrule Rule changes made by the National Conference. In addition, the NEC can with a two-thirds majority remove members from the Trustee Board, or the whole Board except the National President.

When has the Trustee Board met?

Since National Conference 2017 the Trustee Board has met four times, on the:
16 June 2017
20 September 2017
5 December 2017
6 February 2018

The Audit and Risk (A&R) Sub Committee has met on the:
18 May 2017
22 August 2017
25 October 2017
11 December 2017
20 February 2018

There was an additional telephone meeting held on 10th January 2018

The Human Resources (HR) Sub Committee has met on the:
18 May 2017
8 November 2017
9th March 2018
The NUS SU Charitable Services Board has met 4 times on the:
6 June 2017
5 September 2017
21 November 2017
30 January 2018

The NUS Services board has met 4 times on the:
8 June 2017
7 September 2017
23 November 2017
1 February 2018

**Attendance**

<table>
<thead>
<tr>
<th></th>
<th>NUS UK Board Meetings attended since National Conference 2017</th>
<th>Attendance at A&amp;R Subcommittee</th>
<th>Attendance at HR Subcommittee</th>
<th>Attendance at NUS SU Charitable Services Board</th>
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<tbody>
<tr>
<td><strong>Officer Directors</strong></td>
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<tr>
<td>Shakira Martin (elected 2017)</td>
<td>3/3</td>
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<tr>
<td>Amatey Doku</td>
<td>3/3</td>
<td>1/1</td>
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<tr>
<td>Hareem Ghani</td>
<td>0/3</td>
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<tr>
<td>Jess Bradley</td>
<td>3/3</td>
<td></td>
<td></td>
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<tr>
<td>Rob Young</td>
<td>1.5/3</td>
<td>1/2</td>
<td>3/3</td>
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<tr>
<td><strong>Student Directors</strong></td>
<td></td>
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<tr>
<td>Tom Phipps</td>
<td>3/4</td>
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<tr>
<td>Ruth Titmuss</td>
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<td></td>
<td></td>
<td>Ruth resigned due to work commitments on 3 January 2018.</td>
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<tr>
<td>Jack Mably</td>
<td>2/4</td>
<td>0/1</td>
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<tr>
<td>Mollie Kneath</td>
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<td>Mollie resigned in October 2017</td>
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<tr>
<td>Amanda Chetwynd-Cowieson</td>
<td>3/3</td>
<td></td>
<td>0/1</td>
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<tr>
<td>Jo Goodman</td>
<td>1/3</td>
<td></td>
<td>0/1</td>
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<tr>
<td><strong>Board Members</strong></td>
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<tr>
<td>Alistair Wilson</td>
<td>4/4</td>
<td>4/4</td>
<td></td>
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<tr>
<td>Andrew Westwood</td>
<td>2/4</td>
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<tr>
<td>Dianne Nelmes</td>
<td>4/4</td>
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<td>2/4</td>
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<tr>
<td>Kate McKenzie</td>
<td>3/4</td>
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<td>3/3</td>
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# Overview of work and decisions of the Trustee Board

<table>
<thead>
<tr>
<th>Main Priorities</th>
<th>Progress (what has been achieved since Conference 2017)</th>
</tr>
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<tbody>
<tr>
<td>Administration &amp; Appointments</td>
<td>Appointed Dianne Nelmes as Vice Chair of the NUS UK Board.</td>
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<tr>
<td></td>
<td>Appointed Kate McKenzie as the lead trustee with responsibility for HR issues.</td>
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<td>Appointed Rob Young and Amanda Chetwynd-Cowieson to the HR sub-committee.</td>
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<td></td>
<td>Appointed Kate McKenzie as the Board’s Diversity champion.</td>
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<td>Appointed Alistair Wilson as chair of the Audit and Risk Committee.</td>
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<tr>
<td></td>
<td>Appointed Alistair Wilson, Amatey Doku and Jack Mably to the Audit and Risk Committee.</td>
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<tr>
<td></td>
<td>Appointed Dianne Nelmes and Amanda Chetwynd-Cowieson to the Nominations Committee.</td>
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<td></td>
<td>Appointed Rob Young, Jess Bradley and Ruth Titmuss to the NUS Students’ Union Charitable Services Board.</td>
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<td></td>
<td>Re-appointed Alistair Wilson to supervising trustee for code of conduct.</td>
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<td></td>
<td>Approved a cycle of business over 4 meetings in the year.</td>
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<td></td>
<td>Re-appointed Jules Mason as Chief Returning Officer</td>
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<tr>
<td>Reports</td>
<td>Received reports from the Chief Executive and Leadership Team.</td>
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<tr>
<td></td>
<td>Noted the work of the National Executive Council and Zone Conferences.</td>
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<td></td>
<td>Received reports on the poverty commission campaign.</td>
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<td>Strategy</td>
<td>Received updates on the NUS Democratic and Governance review.</td>
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<td></td>
<td>Approved and then received updates at every meeting on the Race Equity plan.</td>
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<td></td>
<td>Discussed and approved the Brexit plan.</td>
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<td></td>
<td>Received updates on NUS Extra and Commercial performance from the Services Board.</td>
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<td></td>
<td>Approved the Audited accounts and Estimates.</td>
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<td></td>
<td>With the NEC the NUS UK board propose the Estimates to National Conference for the 2018/19 financial year.</td>
</tr>
<tr>
<td>Audit and Risk</td>
<td>Oversight of finance and risk are delegated to the Audit and Risk Subcommittee. In order to monitor the work of this committee the Board receive minutes and reports following each meeting. The Board also has representatives of the Board making up the membership of this committee.</td>
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<tr>
<td></td>
<td>Approved the Detailed Internal Budgets 2017/18.</td>
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<td>Approved Hardship and Abatement claims for students’ unions.</td>
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<td></td>
<td>Monitored at each meeting the Risk register for the Group.</td>
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<tr>
<td></td>
<td>Reviewed and approved the statutory Accounts for 2017 for all seven entities.</td>
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<tr>
<td>Human Resources</td>
<td>Areas of Human Resources are delegated to the HR Subcommittee. In order to monitor the work of this committee the Board receive minutes and reports following each meeting.</td>
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<tr>
<td></td>
<td>HR Subcommittee scrutinized the race equity plan, approved it and continue to monitor it.</td>
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</tbody>
</table>
HR Subcommittee monitored the people statistics and approved a number of policies. The committee discussed and approved Executive team pay and Leadership team restructure. The committee scrutinized and approved the trade union agreements.

Corporate Governance
Approved the Terms of Reference and delegated authorities. Appointed Counter Culture as the company secretary for all entities. Discussed and agreed Corporate Governance structures and timeline for implementation as per 2017 National Conference.

Report from the Chair of the Trustee Board

NUS100

NUS100: Manifesto for a Just and Sustainable Future launched in July 2016. It is a six-year framework which sets out what we want to achieve and how we want to achieve it.

This section of the report provides an update of some of the activity we’ve undertaken against the key themes in the strategic plan since NUS National Conference 2017. This is not an exhaustive workplan but it gives an overview of some of the work of NUS. These four areas of our plan are:

- Everyone can access and excel in post-16 education
- The learner voice creates change in education
- Wellbeing and welfare are central to the student experience
- Students have confidence to engage in civic life

We achieve these by:

- Supporting excellence in students’ unions
- Developing a strong and influential collective voice
- Putting data, evidence and digital at the heart of our work
- Attracting and retaining outstanding people

NUS UK is explicitly responsible for the four areas of our plan as well as Developing a strong and influential collective voice. The other areas of work are directed by other entities within the NUS Group.

Everyone can Access and Excel in Post-16 Education

We believe whatever education pathway a learner chooses, their experience must be equally transformative and valuable. We are committed to breaking down the barriers that vastly reduce access and we are committed to ensuring our education system gives every learner the chance to reach their full potential.

In September 2017 we launched The Poverty Commission. The Poverty Commission aims to address the barriers working class students face in regards to access and success in post-16 education. The Poverty Commission has now met to gather evidence with a view to returning with recommendations for work in the year ahead.
Getting into class can be a barrier to achievement. Most students receive no financial support for the cost of transport. This is a particular issue for apprentices who rely heavily on transport. This year we launched #myFEjourney to campaign for better, cheaper, transport for FE students and apprentices.

The inconsistent application of attendance policies in FE, in Scotland, leaves many students facing financial penalties for absence from studies. This year over 1500 students completed NUS Scotland’s fair attendance survey so we could better understand their experience. The survey helped form the basis of our campaign to challenge the punitive 100% attendance policy for FE students.

**The Learner Voice Creates Change in Education**

We believe that learner voice and partnership with students drives positive change and innovation in teaching and learning.

In January we launched our new Learner Voice Framework. The Learner Voice Framework is an online self-assessment and development tool based on five sector-shaped principles; Partnership, Empowered Learners, Inclusive, Embedded & Valued, and Being Invested, Strategic and Sustainable. The framework is a development tool as well an assessment which supports our aim to build a fairer education system for students; one that is inclusive, accessible and successful. This work is particularly important when we consider recent research of ours which suggests there is a large divide in resource capacity between Higher and Further Education to deliver sustainability objectives.

The new [regulatory framework for Higher Education](#) was published on February 28th and lays out the ways in which the Office for Students will regulate higher education providers in England. The introduction of a new governance clause means registered providers are fully required to carry out meaningful student engagement activity. In 2018, we will continue to lobby for full representation on the Board. In Wales, our commitment to meaningful engagement saw us join the Wales HE Future Generation Group to lobby for putting students at the heart of implementing the Wellbeing of Future Generations Act.

In January we launched a survey to examine the experiences of Muslim students in education, from the everyday interactions in classes to their participation in extra-curricular activities. We also wanted to understand the different ways Islamophobia manifests for people who experience multiple oppressions. This research will inform recommendations we make to students’ unions, colleges and universities on how they can better support their Muslim students both on and off campus.

Through collaboration between Women’s Campaign and The 1752 Group, a non-profit research and lobby organisation, who specialise on issues of sexual misconduct and harassment by university staff on campuses, we carried out research into staff-student sexual misconduct on our campuses. This research is the first of its kind in the UK since the 1990s and scopes what kinds of behaviours from staff are appropriate, and what behaviours students find uncomfortable.

**Wellbeing and Welfare are Central to Student Experience**

Evidence shows that individuals must feel safe and well before they can learn. Students’ unions have been central to pushing for improvements to the welfare and wellbeing of students across the UK. We are committed to reducing hate crime, fostering a constructive space on social media, and creating a positive vision for mental health in post-16 education.

Mental health continues to be a priority across campuses and the work of NUS. Student Associations across Scotland signed up to take part in Student Mental Health Agreements working with [NUS Scotland’s Think Positive project](#).
Project provided resources aimed at tackling stigma and discrimination attached to mental health amongst students. NUS Scotland research previously revealed a 47% rise in students trying to access mental health support services at universities and colleges across Scotland. Also in Scotland, our Reclaim Black Stories Campaign, was shortlisted for a Herald Diversity Award.

Our Disabled Students’ Campaign has been working to try and stop the rollout of a particular form of privatised youth mental health service, and to fight for the rights of service users in Birmingham where the pilot, Forward Thinking Birmingham (FTB), is already in place. As part of wider activity around University Mental Health Day we urged our students to take the debate further; from other societies who also have an interest or stake in local campaigns, to trade unions, to community activist groups.

In 2017 NHS England put forward new proposals for the delivery of specialised gender identity services for adults in England. We provided resources to Unions to put forward their own responses to this consultation. In this we argued that the proposals which described a ‘shared decision making model,’ did not go far enough to provide autonomy for trans people, and that we would prefer to see a model of de-pathologised informed consent.

In April 2017, NUS published a report which showed that a majority of students in the UK felt their degrees would suffer if international student numbers dropped. The research aimed to find out what the impact of reduced numbers of international students would be on UK students – a direction we feel many policies are moving towards. This year we developed, The Great Education Exchange, a game to raise awareness of international student to all students, politicians and Vice-Chancellors that being an international student is already tough, when rules change seemingly at the roll of a dice, it makes things even more difficult.

**Students have confidence to engage in civic life**

Students are drivers of change in their institutions, their communities, and society as a whole. Equipping individuals with positive values, skills, and knowledge enables them to develop leadership skills, participate in their communities and create social change.

As a movement some of our proudest achievements have been where students have come together to affect civic life with confidence and in collaboration with others. NUS, alongside our partners in the Votes at 16 Coalition, campaigned to ensure that over 150 MPs turned up to the debate on the Private Member’s Bill in support of “Votes at 16”. In Northern Ireland, NUS USI joined the Seanadóirí proposers of the motion to lower the voting age from 18 to 16 in Seanad Éireann, at an event on the issue at Féile an Phobail plé agus diospóireachtaí/discussion and debate.

In Wales we joined the coalition of organisations supporting the ERS Cymru’s Missing Voices project to encourage a new national conversation about politics in Wales, and champion the voices often missing from the big political debates.

Sustainability is a key issue for the movement. Our #Thelaststrawcampaign uses the power of our movement as staff, students, and consumers, to reduce the use of plastic straws. We’ve seen 700 students become ambassadors for our student switch off campaign, 18,000 students take our climate change quiz (in only two weeks), and launched our Student Eat fund to foster sustainable food growing and sustainable food social enterprise.

In Scotland, the Bin the Blood Ban campaign had a massive win in lowering the blood donation deferment times to three months from what was initially a lifetime ban for queer people, people from sub-Saharan African communities and sex workers.

We’ve continued putting on liberation activist training days to support officers and students to network and develop the skills to run liberation campaigns on their campuses. This included campaign-specific sessions including combatting sexual violence, tackling the black attainment gap, and fighting transmisogyny.

We achieve this work, amongst all our other achievements in the last year, through our key themes that will help us become an outstanding student-led campaigning and membership organisation.
Supporting Excellence in Students’ Unions

Quality Students’ Unions has been developed by NUS to assure the quality, standards and overall effectiveness of students’ unions. As more unions come on board we are committed to supporting our members to achieve accreditation, and become more effective.

Our training programme provides Officers and staff with the skills to make a difference in their Union. SU2017, Lead and Change, SUT and SUT + In Northern Ireland, and Ireland, Communities of Practice, as well as our many other training events, have continued to enable us to build resilient, collaborative students’ unions. In Northern Ireland a new cohort of NUS-USI Stranmillis mentors have been trained and all received OCN level 3 accreditation.

This activity has been supported by the introduction of new quality assurances processes for all of our events.

Developing a Strong and Influential Collective Voice

The collective power of students’ unions is enormous. We harness this power to influence education and social change. At our best we are informed and inspiring. From our democratic events to our collective purchasing we believe that we are at our best when we work together, and when we are responsive to our membership.

This year we have launched our new membership satisfaction survey and we have tasked ourselves to achieve 80% membership satisfaction by 2020.

We are committed to generating income for the movement. We have continued to move toward a trading support model to realise our values of collectivism through purchasing. In the coming months we will also be in a position to launch our new vision for the NUS Extra Card.

Putting Data Evidence and Digital at the Heart of Our Work

By collecting data from multiple sources we can build a richer picture of student life.

Part of our commitment to collectivism means we must be led by evidence and data from our membership, and the wider environment in which we operate.

This means that this year we have committed to looking at where member insight can shape our services, provide us with a richer picture of student behaviours, and ensure we are always responsive to changing student demographics.

Attracting and Retaining Outstanding People

A diverse workforce is vital if we are to remain at the cutting edge of service delivery for students. The strength of our movement relies on attracting, developing, and retaining outstanding volunteers, staff, elected officers, and trustees from diverse backgrounds.

This year we have published the Race Equity Action Plan - a proactive body of work to help us to be a racially just organisation that is exemplary in leading the way for others. We are also in the process of delivering Race Equity Training for all NUS staff and volunteers.

The launch of our Employer Brand this year will also help us to ensure we are reaching beyond the current talent pool within students’ unions and help us to attract a greater range of candidates from diverse backgrounds.
The Learning Academy, launched in late 2017, the hub of learning and development for the student movement, created by NUS and expert training providers based on students’ union priorities. This year we have provided training to the movement which we will develop as our engagement and understanding of unions’ training needs develops.

All of this work was driven and shaped through our democratic structures. Over 2,700 participants attended our conferences and democratic events. Hundreds of volunteers participated in our zone, sections, and liberation campaign committees and events and we are grateful for all their work on behalf of students and students’ unions.

Tackling Structural Racism

In July 2017, following an important review into institutional racism undertaken by the Runnymede Trust, we published a five year Race Equity Plan.

The plan sets out our commitment to dismantling structural racism within NUS, tackling any and all racial disparities that exist; and supporting students’ unions to do the same. The Race Equity Plan sets out nine areas of focus which are:

1. dealing with incidents of racism
2. wellbeing
3. leadership and decision making
4. race equity knowledge
5. tackling Islamophobia and anti-Semitism
6. diversifying NUS
7. developing and career progression of Black staff
8. creating healthy NUS spaces
9. enabling the success of this plan

The plan covers the next five years. 8 months into the plan we have already begun to put steps in place to ensure the plan is a success. This work has so far involved but is not limited to:

- The introduction of an anonymous whistleblowing channel which was introduced in 2017 to help ensure that concerns don’t go unreported.
- Factsheets on how to report incidents using a range of channels have been produced for NUS staff & officers and NUS volunteers
- Simon Blake ran a Dealing with Racist Incidents roundtable with Chief Executives from member students’ unions to talk about examples of issues and incidents within NUS and SUs, what is zero tolerance and how we can work together to tackle racism
- Specialist counselling with NAFSIYAT funded by NUS for staff and officers who have experienced racism (inside or outside of NUS) continues to be accessed and feedback received from those accessing the service is extremely positive
- All Directors and Leadership Team role profiles now include specific responsibility around race equity and is proactively being assessed as part of the recruitment for these roles.
- Race Equity objectives for all leadership and management roles have been agreed.
- The interview process for each of the vacant NUS Director role included questions and a task focusing on race equity. There was also representation from the Black Staff Group and Trade Union on each stakeholder panel.
• We appointed a partner in November 2017 following a tender and assessment for the organisational culture development work on 4 priority areas from the Race Equity Plan (a vision for race equity, wellbeing, building trust, and creating healthier political spaces).

• NUS officers have received the Race Equity briefing session and an overview of the Race Equity Plan and the Creating Equity at Work Training as part of their induction

• Mandatory training for all NUS colleagues around creating equity at work has been rolled out to ensure everyone has a foundational level of understanding around liberation, equality, diversity and inclusion and how this links to the workplace

• Religious festivals and days have been scheduled into the calendars of our main events and governance teams to help ensure that major NUS events or meetings do not clash.

• Recruitment training for managers has been updated to include creating more equitable recruitment processes and reducing unconscious bias. This training includes discussion of the Race Equity Plan and our targets to diversify the workforce

• An employer brand for the movement (including NUS) was launched in July 2017. The brand visuals and brand messaging included research with Black final year students and post graduates and includes suggested guidance for NUS to put into place around job adverts/imagery as well as language in adverts and role profiles to help us attract more black candidates.

• Black staff will also be able to sign up to the Black Talent Development Programme that we are offering to black staff in students’ unions this summer. This programme will help people to develop their careers.

• Work is underway to promote guidance on social media and creating healthier political spaces.

• The Race Equity Steering Group was launched in September and is chaired by the National President. This internal group of staff and officers will help to steer the work on the Race Equity Plan

• In 2016/17 we established a briefing and training programme for all staff and volunteers. Colleagues participated in a briefing on race equity and we initiated a mandatory training programme- Creating Equity at Work- which was followed by the launch of Leadership on Race Equity.

Nominations Committee Report

There will be a separate appointments committee report. NUS has engaged an external agency to secure a diverse field of candidates for the Trustee Board. This has taken time which in turn has meant that the timetable for appointments has slipped. We are seeking advice on the most appropriate method for appointments to be ratified.

Update 20 March Please see Nominations Committee Report which contains recommendations for appointments to the Trustee Board
Membership Contribution 2017-18
Under section 2100 of the NUS Constitution, the Board is responsible for proposing the membership fee system for NUS in its report each year. We are required to do this according to the following broad principles:

a) Transparency
b) Ability of unions to pay
c) Fairness and comparisons of "like with like"
d) Flexibility for unions experiencing hardship
e) The system must be regularly reviewed

The NUS UK board report taken to National Conference in April 2017 supported a change to the pre-existing method of calculating the fee, to revise this to a simpler and more transparent calculation of 4% of block grant income with a minimum contribution of £250 and a maximum of £60,000.

This report was accepted. The membership fee for 2017-18 has been charged based on this new calculation and income was £3.9m (£4.0m prior year).
Nominations Committee Report

<table>
<thead>
<tr>
<th>Author:</th>
<th>Shakira Martin</th>
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<tr>
<td>Date Produced:</td>
<td>6 February 2018</td>
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</table>
| Committee:           | Amanda Chetwynd-Cowieson  
                       | Shakira Martin  
                       | Dianne Nelmes  
                       | Zamzam Ibrahim  
                       | Emily Horsfall  
| Action:              | National Conference will be asked to vote to approve this report |

Introduction from the Chair

The nominations committee is made up of members from both the Trustee Board and National Executive Council, and exists to ensure NUS is a strong organisation through Board skills, diversity and development as well as proposing candidates to non-political appointments within the National Union.

Part of the remit of the Nominations Committee is to carry out a Skills, Knowledge and Diversity audit and this year this audit helped in revealing the areas where we would need to focus the role profile and recruitment of a new Trustee. The results of the survey reveal the value of having a diverse Board and the range of skills, knowledge and experiences each person brings with them.

This year there are 3 Lay members coming to the end of either their first or second term. On behalf of the Nominations Committee I ask you to approve its recommendations.

Best wishes,

Shakira Martin, NUS Nominations committee Chair
Overview of work this year

<table>
<thead>
<tr>
<th>Main Priorities</th>
<th>Progress to date since National Conference 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills, Knowledge and Diversity</td>
<td>A survey is done every year on the NUS UK Trustee Board in order to understand the skills, knowledge and diversity of the Board. The survey has been completed and an analysis on the results is contained within this report.</td>
</tr>
<tr>
<td>Audit of the NUS UK Trustee Board</td>
<td>A proposal to appoint 3 new Lay Trustees.</td>
</tr>
<tr>
<td>Recommendations for appointment</td>
<td></td>
</tr>
<tr>
<td>Oversight of non-political appointments within the National Union</td>
<td>This year the committee ensured that every appointment made had oversight and approval of the elected student leadership of the National Union and the following positions were filled: Re-appointment of SU staff members on Audit and Risk Subcommittee.</td>
</tr>
</tbody>
</table>

Priorities for next year

<table>
<thead>
<tr>
<th>Main Priorities</th>
<th>To be completed by National Conference 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills, Knowledge and Diversity</td>
<td>The Committee will carry out another survey of the Board in order to keep a record of its development which will provide a helpful steer on any future appointments.</td>
</tr>
<tr>
<td>Audit of the NUS UK Trustee Board</td>
<td>The Committee will be looking to bring the role profiles in line with Employer Brand and the positions to be fulfilled with the changes in governance including the two separate finance committees.</td>
</tr>
<tr>
<td>Recommendations for appointment</td>
<td></td>
</tr>
<tr>
<td>Oversight of non-political appointments within the National Union</td>
<td>The Committee will continue to ensure that non-political appointments on the Boards and subcommittees are led by the elected student leadership of the National Union. The Committee plans to carry out a Skills, Knowledge and Diversity Audit on other Boards within NUS’ Governance which will provide a helpful steer on any future appointments.</td>
</tr>
</tbody>
</table>

Skills and Diversity Audit
Each year the Nominations Committee ask the NUS UK Board to complete a skills and diversity audit for National Conference. This year the survey was completed between December and February. The survey was completed by 3 respondents out of a possible 13.

The audit suggests that the main areas of strength in this year’s Board is in: experience in membership organisations, organisational effectiveness and developing strategy, with 100% of the responses showing a moderate to substantial amount of experience.

The audit demonstrated a strength of skills in governance, leadership, strategy and policy. There is a wide variety of skills across the Trustees and significantly 100% of the Trustees that responded were enthusiastic about being a Trustee for NUS.

Nominations committee are confident that the subcommittees of NUS UK (Audit and Risk and Human Resources) have Trustees with the appropriate level of experience serving on them, though it has been highlighted that further financial training should be considered for Officers. Financial and people decisions are reviewed and discussed in detail by these experts before coming to the Board as a whole for approval if necessary.

The audit suggests the need to improve Black and LGBT+ representation on the Board, and ensure we are encouraging applications from a wide age range of candidates, which is why BAME Recruitment supported the recruitment of the 3 new Trustees.

“BAME Recruitment is a chosen diverse recruitment partner for many high-profile organisations including the House of Commons, Comic Relief, NUS, Stonewall, NHS, Shelter, University of Manchester Students Union, The Bank of England, Leonard Cheshire Disability, Oxford University Student Union, Prudential, Tesco, FCA, Harper Collins, SIG, Zoopla, EY, Barclays and Westminster Advisers amongst others.”

The committee further notes the desire for students from under-represented groups such as; women, black and minority ethnic people, LGBT+ people, to stand in the student trustee election at National Conference 2019.

Recommendations
Based on the skills, knowledge and diversity audit the Nominations Committee recommend the following for approval by National Conference.

The appointment of Morenike Ajayi as a Lay Trustee for three years until 30 June 2021.

Morenike Ajayi
A chartered (CIPFA) accountant with 18 years post qualification experience, 9 years of which were in various strategic financial leadership roles. Morenike is currently Head of Finance at Tower Hamlet Community Homes, and past experience at PwC includes audit work with LA’s and charities.

Morenike has a Masters degree in Business Administration (MBA), specialising in Public Sector Administration.

Currently sits on the board of 3 charities including being the treasurer for Hopscotch Asian Women centre - a Health and Social Care charity, providing financial oversight to the organisation.

In 2015 Morenike founded a social enterprise supporting forward thinking individuals in reaching the next level in their career.
The appointment of Jo Binding as a Lay Trustee for three years until 30 June 2021.

**Jo Binding**

Brings a wealth of media experience, most recently as VP of Discovery’s International Digital team. Was one of the core team who created and launched BT Sport; led digital at Man City, helping them to become one of the world’s most digitally engaged football clubs. More recently, Jo helped organisations including Twitter to define their live media rights strategies.

Jo has been involved in helping Exeter University for a long time, as an alumni advocate, careers advisor, mentor and now Independent Member of Council and a member of the Alumni Network Group. Has specific responsibility for oversight in the following areas communications, reputation, student experience and digital strategy.

Jo is also a trustee with charity 'The Student View'. Jo has mentored more than 20 women at University and in their early careers.

The appointment of Thomas McNeil as a Lay Trustee for three years until 30 June 2021.

**Thomas McNeil**

An experienced charity lawyer, whose experience includes charity trustee duties and charity governance to risk matrices and decision management. Has previously advised NUS as a client when I worked at Bates Wells Braithwaite.

Thomas’ experience on committees and boards, includes Bates Wells Braithwaite’s Diversity & Inclusion Forum where he initiated, built and led the firm’s social mobility programme to help young people access University and careers; serving as a director on the Board of Labour Campaign for Human Rights; and as a school governor for a specialist autism school. These board positions have involved understanding budgets and advising on risks and strategy.

Currently, Thomas is the Strategic Adviser to the Police & Crime Commissioner for the West Midlands, who have responsibility for dealing with a range of issues including Hate Crime.

Thomas has also been a parliamentary candidate for the Labour Party at two general elections, during which he frequently campaigned for social mobility initiatives, reverses to school cuts and, vitally, the scrapping of university tuition fees.
National Executive Council (NEC) Report

Introduction from the clerks to the National Executive Council

As clerks it is our role is to support the administration and functioning of the National Executive Council and to report on its work to National Conference in April.

This year, the National Executive Council has debated motions covering a broad range of topics and passed over 11 motions. A full list of policies can be found below and all the resolutions can be found in the Policy Adoptions Document.

The NEC approved the cycle of business for the year ahead at its first meeting and held election for sub-committees. The following members of the National Executive Council were elected to sub-committees:

**Nominations Committee** – Zamzam Ibrahim, Emily Horsfall

**Clerks to the NEC** – Ceewhy Ochoga, Aliya Yule, Nia Nash

**The Anti-Racism Anti-Fascism committee was as follows:**

Hansika Jethnani – International/Migrant Member

Jess Bradley – LGBT+ Member

Deej Malik-Johnson – Open Member

Aliya Yule – Jewish Member

Zamzam Ibrahim – Muslim Member

NEC has received and approved regular reports on the work of the different policy zones and welcomes the work of the Zone Committees and Vice-Presidents. Though not accountable to the NEC for their political work, we thank the Liberation, Section and Nations conveners for their work this year.

We recommend the work of the National Executive to you and ask you to accept it.

Meetings of the NEC:

28 September 2017 | 6 December 2017 | 8 February 2018 | 26 March 2018

A meeting will also take place on 6 June 2018.

Please see below information about the number of meetings attended by each member of the National Executive Council, any apologies that were received and the number of reports submitted. The National President and five Vice-Presidents are required to send reports to NEC; Representatives from the Nations, Liberation and Sections campaigns are not required as they are held to account at their own conferences.
Name and Title of NEC Members

- Shakira Martin  NUS National President
- Emily Chapman  Vice-President Further Education
- Jessica Foster  FE Zone 2nd Place
- Amatey Doku  Vice-President Higher Education
- Diko Blackings  HE Zone 2nd Place
- Rob Young  Vice-President Society and Citizenship
- Florence Onwumere  Society and Citizenship Zones 2nd Place
- Ali Milani  Vice-President Union Development
- Eva Crossan Jory  Union Development Zone 2nd Place
- Izzy Lenga  Vice-President Welfare
- Jessica Okwuonu  Welfare Zone 2nd Place
- Luke Humberstone  NUS Scotland President
- Shuwanna Aaron  NUS Scotland 2nd Place
- Ellen Jones  NUS Wales President
- Kasha Ansar  NUS Wales 2nd Place
- Olivia Potter-Hughes  NUS-USI President
- Stephen McCrystall  NUS-USI 2nd Place
- Amelia Horgan  Postgraduate Taught Representative
- Sarah Gillborn  Postgraduate Research Representative
- Ilyas Nagdee  Black Students Officer
- Busayo Twins  Black Students 2nd Place
- Beth Douglas  LGBT Officer (Women’s Place)
- Noorulann Shahid  LGBT Officer (Open Place)
- Hareem Ghani  Women’s Officer
- Sarah Lasoye  Women’s 2nd Place
- Rachel O’Brien  Disabled Students Officer
- Piers Wilkinson  Disabled 2nd Place
- Jess Bradley  Trans Students Officer
- Eden Ladley  Trans 2nd Place
- Yinbo Yu  International Students Officer
- Anna Oppenheimer  International Students 2nd Place
- Fee Wood  Part-Time Students Representative
- Resigned  Mature Students Representatives
Block of 15 Members

The role of the Block is to communicate with member unions and hold the Zones and sub-committees accountable for the work that they do.

- Aliya Yule
- Bethany Kitchener (resigned 26 Feb 2018)
- Ceewhy Ochoga
- Darren Clarke
- Emily Horsfall
- Hansika Jethnani
- Jessica Levy
- Joseph Cox
- Krum Tashev
- Louise Meek
- Lucy Mason
- Myriam Kane
- Nia Nash
- Rahman Mohammadi
- Zamzam Ibrahim

What does the NEC do?

Role and powers
1. The National Executive Council shall be the interim policy body and its officers shall provide the Political Leadership of the National Union. The National Executive Council shall be the most senior policy body outside of the National Conference. The National Executive Council shall:

1.1 decide emergency policy of the National Union in between meetings of the National Conference;

1.2 appoint members to various committees as further defined in the Rules;

1.3 set up special committees of significance to the National Union whose work applies to more than one Nation, Student Section, Liberation Campaign or Zone;

1.4 interpret and develop policy and plans arising from it;

1.5 hold the Zones and their work to account;

1.6 advise the Trustee Board on the meaning of policy, political priorities and allocation of resources of the National Union subject to the Trustee Board’s power of overrule in Article 69;

1.7 in conjunction with the Trustee Board propose the Budget for the National Union to National Conference by the President;

1.8 form a special committee of the National Executive Council to be named the Anti-Racism Anti-Fascism committee (ARAF). The conveners of this committee shall be selected by the National Executive Council;

1.9 call Ballots on matters of significance as detailed in Article 41;

1.10 set up scrutiny committees on behalf of the National Union’s membership;

1.11 receive, approve or refer back reports of the work of the Trustee Board; and

1.12 hold to account, with the power to censure, any person elected by the National Conference or of or from it itself.
What policies have NEC passed this year?

**Meeting held on 28 September 2017:**
Adding new positions to the ARAF committee
SWP rape apologism

**Meeting held on 06 December 2017:**
Support SUS in the fight against marketisation
Stop attacks on pensions
A new approach to Teaching Excellence
Supporting Mature Students

**Meeting held w/c 8 February 2018 (online meeting):**
1 Day Without Us
The Office for... Marketisation?
Support Repeal the Eighth!
Support the Women's Strike!
NUS to Carry Out Research on Student Views on Refugees

Zone Proposals

**Priority Zone**
Student Poverty

**Further Education Zone**
This Story is getting old... time for investment in FE/College our voices to be heard!

**Higher Education Zone**
Tackling the Black Attainment Gap
Protecting students during Brexit

**Society and Citizenship Zone**
Ending single use plastics
International not isolation

**Union Development Zone**
A New Strategy for Engaging Disability Specialist Students Unions
Our Unions have, and always will be, Political

**Welfare Zone**
Mental Health – From The Roots Up
Online Hate Crime
NUS Estimates 2018/19

Purpose of this document

This document reports on the proposed areas of expenditure for NUS in 2018/19. The Estimates is a financial policy document that guides spending throughout the year. It outlines how much money can be spent on each political area of NUS.

The ‘Estimates Section’ is subject to the following procedures at National Conference.

Extract from the Constitution:

Any students’ union wishing to propose changes to the Estimates must do so under the rules set down under clause 420 of the NUS Rules

Estimates

421 Following agreement between the National Executive Council and the Trustee Board, Estimates of income and expenditure in the year ahead will be presented to the Annual National Conference by the President after being circulated to all Constituent Members and National Committees.

422 Constituent Members may table motions to refer back the Estimates or part of them.

423 Such a motion will only be in order if it is composed of two parts:

   a) The positive reference back of a specified heading within a budgetary head or heads, indicating that each specified heading should have the sum allocated to it increased by an amount specified for that heading;

   b) The negative reference back of a specific heading within a budgetary head or heads, indicating that each specified heading should have the sum allocated to it reduced by an amount specified for that heading; the total of the amounts specified in (i) being the same as the total of the amounts specified in (ii).

424 The President will reply in writing to all Constituent Members tabling motions of reference back of the Estimates or part of them, indicating the implications if such a reference back is passed by the National Conference.

425 Questions on the Estimates may be asked from the floor of the National Conference. Priority on the asking of such questions will be given to Constituent Members, which have tabled motions on reference back.

426 If 100 delegates wish to discuss a motion of reference back it will be moved. The President will reply and the National Conference will immediately vote on the motion.

427 The guillotine will not apply to discussion of motions of reference back of the Estimates.
What you need to do

Read through the Estimates proposed for 2018/19.

If you wish to challenge any of the allocations in the Estimates you need to follow the procedure outlined in Rules 421 – 427.

In your challenge you need to fill in the proforma:

- which heading you want more money to go to
- which heading you want this money to come from
- And the amount of money that you believe should be reallocated.

At National Conference: Delegates will be asked to vote on each challenge received following a short debate. These challenges will amend the Estimates. Then, conference will be invited to approve the Estimates by voting on it. If you do not agree with what is in the report you should vote against.

Accounts Checklist

I have read through the Audited Accounts and note NUS’ financial position

Estimates Checklist

I have read the Estimates and considered where NUS will spend its money in 2018/19

I have noted the deadline to submit challenges to the Estimates is 12 noon on 22 March 2018

I know that if I wish to challenge the Estimates I must specify which area(s) must be increased and which area(s) must be decreased

Questions on the Estimates should be made to the officer Trustee with responsibility for the Estimates by completing the online form.

Challenges to the Estimates must be sent via the online form by 12 noon, 22 March 2018.
Introduction

The 2018/19 Estimates have been constructed to reflect the internal departmental structure of NUS, which comprises core service areas: Zones, Liberation & Sections; Campaigning and Influencing Units; Strategic Development and Infrastructure Services. Nations and Governance costs are also shown separately.

The figures presented in this document, a summary of estimated income and expenditure, are a transparent and prudent analysis of the financial resources to be committed by NUS to meet its core political priorities for the year ahead. Following Conference more detailed internal budgets are prepared by the NUS UK Trustee Board to ensure ongoing and robust monitoring of the effective use of these resources. Regular updates on progress against these budgets are then presented to the National Executive Council and Trustee Board throughout the year.

It should be noted that this document represents the estimated income and expenditure for NUS UK. There are a number of related entities within the NUS group (for example, NUS Services Limited) whose budgets are handled within the governance of those bodies.

The Financial Context

It should be noted that for over ten years NUS produced a deficit at the end of each year, considerably depleting our reserves. For the past few years we have sought to turn this situation around by posting modest surpluses for the Group, whilst continuing to drive down our reliance on affiliation fees and improve services and campaigns and students’ unions.

The Financial Policy

These estimates reflect wider long term financial policy goals for NUS. These are:

- To reduce the reliance of the NUS Group upon affiliation fees
- To generate a modest surplus for the NUS Group in order to rebuild reserves

This year’s budget and forecast

Last year Conference approved an Estimate break-even position for the 2017/18 financial year and was challenged with finding further savings and subsequently tasked the Trustee Board and NEC to ensure set a budget of breakeven £0k against which we have compared this year’s Estimates in the narrative that follows.

For the year ahead (2018/19) these Estimates forecast a break even position, which is in line with the Group financial strategy.

The core assumption is that the income from the membership contribution and other income will not increase and so most NUS Activity Costs and expenses are to reduce by between 5-20% to account for inflationary and other increases.

Income

- **Membership contribution / Affiliation fees**- Income from members is assumed at the same level (£3.9m) as the actual fees taken in 2017/18 with the new membership contribution structure being a levy of c4% of block grant income, with a minimum fee of £250 and maximum of £60,000 to generate an income for NUSUK of £4m.

  **NOTE:** Affiliation fees collected within the Nations are included in the nations sections as income.
• **Other Income** - Investment income from Endsleigh which is the dividend from the preference shares that NUS holds in the company. Sponsorship income from Endsleigh as well as the grant income and staff costs for Wise Wales for the full financial year.

**Campaigns and Zones**

- **Full Time Officers** - The salary of the President, each Zone, Liberation Campaigns, Nations and the International Students’ Officers are estimated in this area.
- **Other Campaigns** - The activity of the Zones, Liberation Campaigns and Sections are estimated in one pot of money which is then split across these campaigns. The newly elected NEC in 2018/19 will agree the allocations. Note that the work of NEC coordinating committees (such as Anti-Racism, Anti Fascism) is included here.
- **Priority Campaign** - This area - which funds campaigning priorities, and controlled by the President will be £50k.

**Campaigning and Influencing**

The teams within the directorate are reflected within this section. Most of the costs relate to staff and activity costs. The total staffing budget provides for an allowance for annual increments to qualifying staff, and associated increases in employers’ national insurance as well as assumptions around pension take up following auto-enrolment which happened in May 2014.

**Governance**

- **National Conference** - A prudent view on costs and income generation opportunities has been taken to keep the overall net spend in this area to £217k.
- **Democracy & NEC** - This area includes costs for the operation of the National Executive Council and the work of the democratic procedures for NUS UK.
- **Access** - This fund supports students with access needs to participate in democratic events.
- **Liberation Conferences** - A total of £97k is allocated to the 5 Liberation Campaigns to fund Conferences. This is split between the 5 Campaigns to reflect the costs of the conferences.
- **Sections Conferences** - An allocation is put towards subsidising the costs of running the Sections Conference. The costs for running the carers’ section conference will be met from the existing allocation.

**Business Services and Resources**

- **Infrastructure costs** - this reflects a proportion of the building costs and costs of infrastructure support (IT, Finance, HR, Chief Executive Office) which is apportioned across the NUS Group on an FTE basis. This figures reflects the infrastructure costs for the full time officers and staff who carry out work on behalf of NUS UK.
- **Management Task** - In order to break even, further savings (or income generation) will need to be achieved through a series of measures including exploring the option of increasing rental income on properties the NUS Group owns.
Risk Areas

Senior Managers are continually tasked with finding ways of mitigating risk areas by identifying new (and realistic) income or reviewing other budgets before the new financial year begins. Following National Conference detailed internal budgets will be produced and reviewed by the NEC and Trustee Board.
National Conference | Estimates

Layout

The main body of the Estimates details areas of income and expenditure and may be challenged by delegates to Conference using the methods detailed within this paper.

The detailed breakdown provide the detailed cost heading analysis of income and expenditure, which support the headline figures reported. The cost headings (cost centres) are revised to reflect restructured services and are presented in a standard format throughout this document. Most cost headings (or “centres”) include these three sections:

1. **Staff/Officer Costs**
   Salaries, Pension and National Insurance, Training and other staffing or officer costs.
   
   **Activity Costs**
   These can include:
   
   - Travel, Accommodation & Expenses: All travel and accommodation expenses incurred in this cost centre including cars and incidental expenses for staff, officers and volunteers.
   - Property & Equipment Costs: All physical costs including annual equipment costs, venues, telephony, and rental.
   - Communications: Includes publicity, campaign costs, speakers’ expenses, photocopying & training material, printing, stationery, postage, subscriptions/publications and software development.
   - Admin: Includes bank charges, depreciation, and health and safety costs.

2. **Income**
   This includes all income in this area and explanations are given in the notes.

3. **Externally funded projects** are included in the Estimate as a realistic contribution level. National Conference is not in a position to reduce expenditure or increase income on what are restricted project funds.

Where income is gathered for specific purposes (e.g. delegate fees) the Estimates contain the **net contribution** figure rather than Estimates for both income and expenditure. This is to ensure clarity and transparency over what is spent or subsidised from unrestricted funds, for example many events are shown at £0 because we budget for them to break even (where direct income in delegate fees is the same as directs costs related to delivery of that activity).
**NUS Estimates 2018/19**

*Note items in (brackets) represent cost areas*

<table>
<thead>
<tr>
<th>Details</th>
<th>Budget 2017-18</th>
<th>Estimates 2018-19</th>
<th>Variances</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Un-restricted Income</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affiliation Fees (ex Nations)</td>
<td>3,376</td>
<td>3,309</td>
<td>(67)</td>
</tr>
<tr>
<td>Endsleigh Commission</td>
<td>500</td>
<td>500</td>
<td>0</td>
</tr>
<tr>
<td>Endsleigh Dividend</td>
<td>792</td>
<td>792</td>
<td>0</td>
</tr>
<tr>
<td>EFP Income</td>
<td>0</td>
<td>(1)</td>
<td>(1)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4,668</strong></td>
<td><strong>4,600</strong></td>
<td><strong>(68)</strong></td>
</tr>
<tr>
<td><strong>2. Zones, Liberation &amp; Sections</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Officers</td>
<td>(616)</td>
<td>(628)</td>
<td>(12)</td>
</tr>
<tr>
<td>Other Campaigns</td>
<td>(178)</td>
<td>(178)</td>
<td>0</td>
</tr>
<tr>
<td>Mature &amp; Part Time</td>
<td>(2)</td>
<td>(2)</td>
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</tr>
<tr>
<td>Postgraduate</td>
<td>(2)</td>
<td>(2)</td>
<td>0</td>
</tr>
<tr>
<td>Parents &amp; Carers</td>
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<td>(2)</td>
<td>0</td>
</tr>
<tr>
<td>Priority Campaign</td>
<td>(50)</td>
<td>(50)</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>(850)</strong></td>
<td><strong>(863)</strong></td>
<td><strong>(12)</strong></td>
</tr>
<tr>
<td><strong>3. Campaigning &amp; Influencing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advocacy &amp; Political Affairs</td>
<td>(158)</td>
<td>(135)</td>
<td>23</td>
</tr>
<tr>
<td>Liberation</td>
<td>(232)</td>
<td>(198)</td>
<td>33</td>
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<tr>
<td>Campaigns</td>
<td>(112)</td>
<td>(96)</td>
<td>16</td>
</tr>
<tr>
<td>Policy Unit</td>
<td>(593)</td>
<td>(507)</td>
<td>87</td>
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<tr>
<td>Strategic Development</td>
<td>(120)</td>
<td>(110)</td>
<td>10</td>
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<tr>
<td>Internationalism</td>
<td>(160)</td>
<td>(135)</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>(1,375)</strong></td>
<td><strong>(1,181)</strong></td>
<td><strong>194</strong></td>
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<tr>
<td><strong>4. Governance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Democracy</td>
<td>(33)</td>
<td>(33)</td>
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</tr>
<tr>
<td>National Executive Council</td>
<td>(30)</td>
<td>(30)</td>
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</tr>
<tr>
<td>Boards</td>
<td>(11)</td>
<td>(11)</td>
<td>0</td>
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<tr>
<td>National Conference</td>
<td>(258)</td>
<td>(217)</td>
<td>41</td>
</tr>
<tr>
<td>Liberation Conferences</td>
<td>(115)</td>
<td>(97)</td>
<td>18</td>
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<tr>
<td>Zone Conferences</td>
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</tr>
<tr>
<td>Sections Conferences</td>
<td>(6)</td>
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<td>1</td>
</tr>
<tr>
<td>Policy Convention</td>
<td>(12)</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Strategic Conversation</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Access</td>
<td>(30)</td>
<td>(25)</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>(496)</strong></td>
<td><strong>(418)</strong></td>
<td><strong>77</strong></td>
</tr>
<tr>
<td><strong>5. Business Services &amp; Resources</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infrastructure</td>
<td>(1,898)</td>
<td>(1,966)</td>
<td>(68)</td>
</tr>
<tr>
<td>Management Task</td>
<td>245</td>
<td>88</td>
<td>(157)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>(1,653)</strong></td>
<td><strong>(1,878)</strong></td>
<td><strong>(225)</strong></td>
</tr>
<tr>
<td><strong>6. Nations</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUS Scotland</td>
<td>(150)</td>
<td>(132)</td>
<td>18</td>
</tr>
<tr>
<td>NUS Wales</td>
<td>(116)</td>
<td>(102)</td>
<td>14</td>
</tr>
<tr>
<td>NUS-USI</td>
<td>(27)</td>
<td>(25)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>(293)</strong></td>
<td><strong>(259)</strong></td>
<td><strong>34</strong></td>
</tr>
</tbody>
</table>

**Operating Surplus/ (Deficit)**

0 0 (0)

*Please note that the management savings to break-even have been apportioned by area.*
Detailed breakdown

1 | UNRESTRICTED INCOME

Summary of allocation

<table>
<thead>
<tr>
<th>Details</th>
<th>Budget 2017-18</th>
<th>Income</th>
<th>Wages &amp; Salaries</th>
<th>Activity Costs</th>
<th>Group Recharges</th>
<th>Estimates 2018-19</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affiliation Fees (ex Nations)</td>
<td>3,376</td>
<td>3,309</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3,309</td>
<td>(67)</td>
</tr>
<tr>
<td>Endsleigh Commission</td>
<td>500</td>
<td>500</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>500</td>
<td>0</td>
</tr>
<tr>
<td>Endsleigh Dividend</td>
<td>792</td>
<td>792</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>792</td>
<td>0</td>
</tr>
<tr>
<td>Externally Funded Project</td>
<td>0</td>
<td>78</td>
<td>(63)</td>
<td>(16)</td>
<td>0</td>
<td>(1)</td>
<td>(1)</td>
</tr>
<tr>
<td>Total</td>
<td>4,668</td>
<td>4,679</td>
<td>(63)</td>
<td>(16)</td>
<td>0</td>
<td>4,600</td>
<td>(68)</td>
</tr>
</tbody>
</table>

Affiliation Fee Income/ Membership Contribution: Income from members is assumed at the same level (£3.9m) as what has been taken in 2017/18 using a simpler calculation based on a straight percentage of grant income. The new membership contribution structure is a levy of c4% of block grant income, with a minimum fee of £250 and maximum of £60,000. This is projected to generate an income for NUSUK of £4m.

NOTE: Affiliation fees collected within the Nations are included in the nations sections, where figures are displayed as net.

Other Income

This includes the following:

- contribution to overheads from externally funded projects
- investment income – being preference dividends on the shares Endsleigh granted NUS
- sponsorship income – primarily this is from Endsleigh who continue their invaluable support of the student movement
2 | ZONES, LIBERATION & SECTIONS

Summary of allocation

<table>
<thead>
<tr>
<th>Details</th>
<th>2017-18</th>
<th>2018-19</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Officers</td>
<td>(616)</td>
<td>(628)</td>
<td>12</td>
</tr>
<tr>
<td>Other Campaigns</td>
<td>(178)</td>
<td>(178)</td>
<td>0</td>
</tr>
<tr>
<td>Mature &amp; Part Time</td>
<td>(2)</td>
<td>(2)</td>
<td>0</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>(2)</td>
<td>(2)</td>
<td>0</td>
</tr>
<tr>
<td>Parents &amp; Carers</td>
<td>(2)</td>
<td>(2)</td>
<td>0</td>
</tr>
<tr>
<td>Priority Campaign</td>
<td>(50)</td>
<td>(50)</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>(850)</td>
<td>(863)</td>
<td>(12)</td>
</tr>
</tbody>
</table>

In this section you will find costs relating to NUS’ range of zones and sections and some costs relating to the relevant full time officers. A detailed explanation of what each area covers is given below each subsection. Most activity costs in this area 2018/19 are to be allocated following National Conference based on an assessment of mandates from Conferences, Election manifestos and a test for membership benefit, hence the “Other Campaigns” detailed below.

**Full-Time Officers:** This area includes the salary and associated payroll costs of the 20 Full-Time Officers.

**Other Campaigns:** The activity costs for the zones, liberation and sections officers are allocated in this budget for 2018/19. This 'pot' will be allocated by the NEC post-Conference based on democratic mandates.

**Mature & Part time:** The activity costs for the mature & part time section officer are included here.

**Postgraduate:** The activity costs for the postgraduate section officer are included here.

**Priority Campaign:** This area - which funds campaigning priorities, and controlled by the President will be £50k. This now includes the Local Campaigning Capacity to drive both campaigning effectiveness and activism development programmes within Students’ Unions. This area does not include the cost of staffing support which is included in Campaigning and Influencing Units in Section 3.
3 | CAMPAIGNING & INFLUENCING

Summary of allocation

<table>
<thead>
<tr>
<th>Details</th>
<th>Budget 2017-18</th>
<th>Income</th>
<th>Wages &amp; Salaries</th>
<th>Activity Costs</th>
<th>Group Recharges</th>
<th>Estimates 2018-19</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy &amp; Political Affairs</td>
<td>(158)</td>
<td>0</td>
<td>(117)</td>
<td>(18)</td>
<td>0</td>
<td>(135)</td>
<td>23</td>
</tr>
<tr>
<td>Liberation</td>
<td>(232)</td>
<td>0</td>
<td>(187)</td>
<td>(11)</td>
<td>0</td>
<td>(198)</td>
<td>33</td>
</tr>
<tr>
<td>Campaigns</td>
<td>(112)</td>
<td>0</td>
<td>(84)</td>
<td>(12)</td>
<td>0</td>
<td>(96)</td>
<td>16</td>
</tr>
<tr>
<td>Policy Unit</td>
<td>(593)</td>
<td>0</td>
<td>(407)</td>
<td>(99)</td>
<td>0</td>
<td>(507)</td>
<td>87</td>
</tr>
<tr>
<td>Strategic Development</td>
<td>(120)</td>
<td>0</td>
<td>(51)</td>
<td>(59)</td>
<td>0</td>
<td>(110)</td>
<td>10</td>
</tr>
<tr>
<td>Internationalism</td>
<td>(160)</td>
<td>0</td>
<td>(102)</td>
<td>(33)</td>
<td>0</td>
<td>(135)</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>(1,375)</td>
<td>0</td>
<td>(949)</td>
<td>(232)</td>
<td>0</td>
<td>(1,181)</td>
<td>194</td>
</tr>
</tbody>
</table>

This area includes all of the central units that develop and deliver the campaigning and influencing activity determined by Conference and NEC. Each area combines both capacity building and voice support activity. Cost savings have been proposed across the directorate to take account of inflationary and associated costs.

**Political Affairs and Advocacy Unit**: This area houses our political affairs and advocacy staff. Also included here are a range of central fixed costs including subscriptions and publications related to press and public affairs. Costs relating to Parliamentary lobbying and receptions are also included here.

**Liberation Unit**: This area houses some of our liberation team (some staff who work on liberation issues also sit within Policy and NUS Charitable Services).

**Campaigns Unit**: The area here includes staffing on the campaigns effectiveness programme as well as support for Priority, Zones, Sections & Liberation Campaigns.

**Policy Unit**: This policy unit houses Policy support for: the National President and NEC, special projects, and long term policy analysis and support, as well as staff carrying out one off and special projects on behalf of the Nations.

**Strategic Development**: This includes management and support costs for the Student Voice & Influence Directorate professional fees and staff meetings.

**Policy and Delivery Unit/ Internationalism**: This area has now been renamed Internationalism for this allocation of work.
4 | GOVERNANCE

Summary of allocation

<table>
<thead>
<tr>
<th>Details</th>
<th>Budget 2017-18</th>
<th>Income</th>
<th>Wages &amp; Salaries</th>
<th>Activity Costs</th>
<th>Group Recharges</th>
<th>Estimates 2018-19</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democracy</td>
<td>(33)</td>
<td>0</td>
<td>0</td>
<td>(33)</td>
<td>0</td>
<td>(33)</td>
<td>0</td>
</tr>
<tr>
<td>National Executive Council</td>
<td>(30)</td>
<td>0</td>
<td>0</td>
<td>(30)</td>
<td>0</td>
<td>(30)</td>
<td>0</td>
</tr>
<tr>
<td>Boards</td>
<td>(11)</td>
<td>0</td>
<td>0</td>
<td>(11)</td>
<td>0</td>
<td>(11)</td>
<td>0</td>
</tr>
<tr>
<td>National Conference</td>
<td>(258)</td>
<td>30</td>
<td>0</td>
<td>(247)</td>
<td>0</td>
<td>(217)</td>
<td>41</td>
</tr>
<tr>
<td>Liberation Conferences</td>
<td>(115)</td>
<td>158</td>
<td>0</td>
<td>(255)</td>
<td>0</td>
<td>(97)</td>
<td>18</td>
</tr>
<tr>
<td>Zone Conferences</td>
<td>0</td>
<td>81</td>
<td>0</td>
<td>(81)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sections Conferences</td>
<td>(6)</td>
<td>16</td>
<td>0</td>
<td>(21)</td>
<td>0</td>
<td>(5)</td>
<td>1</td>
</tr>
<tr>
<td>Policy Convention</td>
<td>(12)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Strategic Conversation</td>
<td>0</td>
<td>30</td>
<td>0</td>
<td>(30)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Access</td>
<td>(30)</td>
<td>0</td>
<td>0</td>
<td>(25)</td>
<td>0</td>
<td>(25)</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>(496)</strong></td>
<td><strong>315</strong></td>
<td><strong>0</strong></td>
<td><strong>(733)</strong></td>
<td><strong>0</strong></td>
<td><strong>(418)</strong></td>
<td><strong>77</strong></td>
</tr>
</tbody>
</table>

Section 4 includes costs relating to NUS’ central governance and democratic structures. A detailed explanation of what each area covers is given below each subsection. It does not include all the staffing costs associated with delivery of the governance functions.

**Democracy**: This area contains a range of functions essential to the operation of NUS’ Democratic Structures which includes democratic procedures committees training and activity and to cover out of pocket expenses for volunteers.

**National Executive Council (NEC)**: Inside this area are all of the costs relating to running the NEC which includes its subcommittees and travel and expenses of its members.

**Boards**: This area contains a range of functions essential to the operation of NUS UK Trustee Board including meeting costs, training activity and to cover out of pocket expenses for volunteers.

**National Conference**: This area contains all of the costs and income associated with NUS’ National Conference, along with some costs that relate to the Democratic Procedures Committee and their meetings. It also houses the budget for Elections and the Chief Returning Officer.

**Liberation Conferences** – A total of £97k is allocated to the 5 Liberation Campaigns to fund Conferences. This is split between the 5 Campaigns to reflect the costs of the conferences.

**Zones Conferences**: This is estimated at £0 because it is expected to break even.

**Sections Conferences** – An allocation is put towards subsidising the costs of running a Sections Annual Conference. The costs for running the carers’ section conference will be met from the existing allocation.

**Policy Convention**: This has been removed as it doesn’t happen anymore.

**Strategic Conversation**: shows the cost of the 2 day consultation event held with Staff and officers in students’ unions following NUS Conference, to help shape the delivery of work for the year. It is not a democratic event and so fees are charged which means that this is budgeted to break even.

**Access**: This allocation support students with access needs to participate in NUS’ democratic events.
Summary of allocation

<table>
<thead>
<tr>
<th>Details</th>
<th>Budget 2017-18</th>
<th>Income</th>
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<th>Group Recharges</th>
<th>Estimates 2018-19</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infrastructure</td>
<td>(1,898)</td>
<td>5</td>
<td>0</td>
<td>(120)</td>
<td>(1,851)</td>
<td>(1,966)</td>
<td>(68)</td>
</tr>
<tr>
<td>Management Task</td>
<td>245</td>
<td>0</td>
<td>0</td>
<td>88</td>
<td>0</td>
<td>88</td>
<td>(157)</td>
</tr>
<tr>
<td>Total</td>
<td>(1,653)</td>
<td>5</td>
<td>0</td>
<td>(32)</td>
<td>(1,851)</td>
<td>(1,878)</td>
<td>(225)</td>
</tr>
</tbody>
</table>

Business Services & Resources includes the proportional costs to NUS UK that are associated with running the NUS Group.

**Infrastructure:** Included within this area are the costs of running the following support services; People, Finance, IT, Chief Executive, Communications, Insight and Events teams. As well as Premises costs, which includes those costs attributable to running each of our buildings in London, Cardiff, Edinburgh, & Belfast and Legal & Professional fees, bank interest.

They are allocated on a per capita basis for each full time officer and staff member who works on NUS UK activities.

**Management task** – Some of the management savings have been apportioned to each area working on a reduction of 16% to show how these savings will be achieved to meet break-even position, but there is still a management saving of £88k to be achieved in 2018/19.
5 | NATIONS

Summary of allocation

<table>
<thead>
<tr>
<th>Details</th>
<th>Budget 2017-18</th>
<th>Income</th>
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<th>Estimates 2018-19</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUS Scotland</td>
<td>(150)</td>
<td>317</td>
<td>(329)</td>
<td>(120)</td>
<td>0</td>
<td>(132)</td>
<td>18</td>
</tr>
<tr>
<td>NUS Wales</td>
<td>(116)</td>
<td>220</td>
<td>(230)</td>
<td>(92)</td>
<td>0</td>
<td>(102)</td>
<td>14</td>
</tr>
<tr>
<td>NUS-USI</td>
<td>(27)</td>
<td>125</td>
<td>(122)</td>
<td>(27)</td>
<td>0</td>
<td>(25)</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>(293)</td>
<td>662</td>
<td>(681)</td>
<td>(240)</td>
<td>0</td>
<td>(259)</td>
<td>34</td>
</tr>
</tbody>
</table>

NUS’ Nations work is devolved and autonomous. This section reflects the costs of running each operation’s support, management, administration and activity costs in the coming year. They do not include any central Nations management costs, nor any contribution to overheads or infrastructure at NUS UK.

**Scotland:** Within income is the affiliation fees from Scottish members, delegate fees and some other income. With the costs are: management, support, campaign, conference and activity costs in Scotland. Scotland goes on to produce its own detailed budgets scrutinised and approved at its own conference. As part of the move to increase financial transparency, the donation to the NUS Charities have been removed (from Business Services & resources section) and the staff costs have been reallocated back to NUS Scotland. This accounts for the variance in NUS Scotland.

**Wales:** Within income is the affiliation fees from Welsh members, delegate fees and some other income. With the costs are: all management, support, campaign, conference and activity costs in Wales. Wales goes on to produce its own detailed budgets scrutinised and approved at its own conference. The main change this year is to add the costs and income of the Welsh translation service. Not included but run from this area are a range of projects that are externally funded. Costs are not included here.

**NUS-USI:** NUS-USI is a partnership arrangement between NUS UK and the Union of Students in Ireland. Within income is the affiliation fees from Northern Irish members, delegate fees and some other income. With the costs are: management, support campaign and activity costs in NUS-USI in the coming year.
Election Guide and Rules
Purpose of this document

This document outlines the rules and timetables for the positions elected at National Conference. There are a number of positions available at the National Conference that you can stand for. These are split into full time positions, NEC positions (block of 15) and committee positions.

The **full-time positions** are National President, Vice President (Further Education), Vice President (Higher Education), Vice President (Society and Citizenship), Vice President (Union Development) and Vice President (Welfare). Candidates for election to the full-time positions on the National Executive Council are required to sign a contract of employment with the National Union, the terms of which are agreed from time to time by the National Executive Council. Full time positions are paid.

Candidates elected to full-time positions will begin their term of office from **July 1 2018 ending on July 1 2019**. However, these officers will also be **required** to attend two weeks of handover starting in June 2018 (official date TBC) when the contract of employment date and remuneration will start.

The **voluntary positions** are Block 15 on the NEC, Student Directors and Democratic Procedures Committee.

There are 15 **National Executive Council** (NEC) representatives (known as the Block of 15) who will be expected to attend the 5 meetings of the NEC between **July 1 2018 and July 1 2019**. Five positions are reserved for Further Education candidates and 50% of the positions (rounded down) will be reserved for candidates who self-define as women.

There are two types of **committee positions**, for student directors and for the Democratic Procedures Committee. **Student directors** sit on the Trustee Board and have collective responsibility with the officer and lay trustees for the finance and legal aspects of the National Union.

**Democratic Procedures Committee** ensures the smooth running of Conference and the policy process. National Conference will elect four members this year.

What you need to do

**Before National Conference:** You should read through this document and, if you want to run for election, make sure that your nomination meets the requirements set out and that any campaigning work that you do is within the parameters of the rules and schedules.

**Checklist**

I have read these rules in full
I have noted the deadlines for nominations
I have noted the requirements of eligibility to stand
I have noted the requirements for number of nominations
I have noted the manifesto requirements and deadline
I have noted the requirements on expenditure
I have noted the rules on accessible campaigning
I understand that I am subject to the policies of NUS including the code of conduct
I have noted the dates of training for successful candidates
If you require additional information please contact the following people:

For issues relating to the administration of conference, including registration, access needs, room bookings and stalls contact the Events Team through

\[\text{events@nus.org.uk}\]

For issues about delegate entitlement, zone committees, reports and policy, amendments to zone policy proposals & Cross Campus Ballots contact the Chair of the Democratic Procedures Committee and for issues about elections contact the Chief Returning Officer \[\text{governanceteam@nus.org.uk}\]

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**Introduction from the Chief Returning Officer**

The student movement is an exciting place, and the experiences it offers in terms of development, leadership and the opportunity to make a difference means it is an incredibly positive group for many. As well as the important policy and debates that occur at conferences, you will often get the chance to nominate, vote or even be a candidate in an election. This guide aims to explain the processes of elections and give you a chance to take part in choosing your student leaders.

Elections can be closely fought, but the important thing is for candidates and their supporters to approach them with a sense of respect for all students. If you're not sure whether to stand or not then remember that the electorate will always decide which candidates they want, but they can't decide if no-one runs.

Best wishes,
Jules Mason, NUS Chief Returning Officer

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**Note:** These rules are the property of the Chief Returning Officer and they alone will be the interpreter of them. Nothing in this guidance will supersede the NUS Constitution or rules. The Chief Returning officer is the interpreter of the Constitution in relation to issues of elections.

**Note:** Within this document references to the Chief Returning Officer may also apply to any deputy that they have designated.
Process for standing in election

This section outlines the process for election, including how many nominations you require, the deadlines for nominations and the rules for submitting nominations forms.

How to stand for National Conference positions

Eligibility
Any individual member as defined in clause 16 of the NUS Articles may stand for election. This includes students aged over 16 or sabbatical officers at a Constituent Member (CM) of NUS. A Constituent Member is a Students’ Union/Association affiliated to NUS. This also includes NUS Full Time Officers. Only students or sabbatical officers on NUS Committees may stand for positions.

Nomination Forms
The process for submitting your nomination is to fill in the online form on the National Conference Hub. We have outlined the steps you need to consider for submitting a form so please follow each of the steps and fill the form in online. We will only accept nominations filled in through the online form and submitted before the deadline.

Nominations for National Conference
To stand for election you will need a number of students to nominate you. For the full time position you will need 10 nominations and for voluntary positions you need 5 nominations.

Rules

These rules are the property of the Chief Returning Officer and their designates and they alone will be the interpreter of them.

Your eligibility and personal details

You will need to provide us with your name, address, phone number and email address. You will also need to confirm with us which union you are a member of and provide us with proof that you are a student or student officer. You will need one of the following:
- A letter from an institution confirming your student status or officer status
- A letter from a students’ union confirming your student status or officer status
- A scan/clear photo of a valid student card/Union staff ID card, which clearly shows the name of institution and expiry date, and which has not yet expired
- A letter confirming that you are a Full Time Officer of NUS

Your nominations

For full time roles you will need at least 10 people from 10 different Constituent Members to agree to nominate you to the position you wish to stand in election for. You may not nominate yourself.

You will need at least 5 people from 5 different Constituent Members to agree to nominate you to the position you wish to stand in election for. You may not nominate yourself.

We recommend you gather more than the required number of nominations in case of errors.

For each person you will need their full name, their Constituent Member and proof of their student status in one of the following ways:
- A letter from an institution confirming their student status or officer status
- A letter from a students’ union confirming their student status or officer status
- A letter confirming that the nominator is a member of an NUS Committee
- A scan/clear photo of a valid student card/Union staff ID card, which clearly shows the name of institution and expiry date, and which has not yet expired

Your nominator may not nominate more people than there are positions available in that election. That means each nominator may only nominate 1 person for each Full Time Officer Role.

By providing proof of their student status and consenting for you to use it on the nomination form they are declaring their nomination for you. Their name and constituent member will be published online once your nomination has been accepted. It is your responsibility to make sure the information is accurate. Providing false nominations or evidence will be investigated by the Chief Returning Officer and could potentially result in disqualification from the election. If for any reason your nominator’s evidence is not valid, you will be contacted over email and have 24 hours to provide another nomination.

If you are unsure about your proof of status please contact governanceteam@nus.org.uk before the close of nominations.

**Manifesto**

Submit a manifesto to support your nomination. A manifesto is a statement about why you are standing for the position. We will be publishing all manifestos and promoting them to all constituent members of NUS.

To ensure your manifesto is included in the published booklet you need to submit it in two formats:

1. The manifesto must be received as a PDF document of no more than 2 A4 pages
2. You must also submit a plain text copy in a word document for accessibility purposes

**Photo**

Submit a ‘head and shoulders’ photo of yourself with a clear background. There must not be anyone else included in the photo and the image must be of a high quality for us to edit to the right size to upload onto our website.

**Biography**

Candidates in full time positions will submit a short statement introducing yourself of no more than 100 words. We will be putting up this up online on the Conference Hub along with your headshot and a link to your manifesto. You may submit links to any website or social media page (e.g. facebook, twitter) where you are promoting your election. NUS and the Returning Officer cannot accept responsibility for the content of any external websites advertised by individual candidates within their manifesto or supporting statements.

**Objections to the eligibility of candidates**

Any member of NUS may object to the eligibility of candidates or their nominators. You may do this by contacting the returning officer in writing via governanceteam@nus.org.uk no later than Friday 2 March 2018 at 12noon.

**Question Time**

At National Conference, you may be invited to a hustings. The Chief Returning Officer shall also make arrangements with the Democratic Procedures Committee to allow for candidates’ speeches for full time positions. The time allocated for each candidates and final arrangements will be communicated closer to National Conference once the agenda is set.

**The Ballot**

For each election, the Chief Returning Officer will announce the method of voting. Ballots will display the chosen name of each candidate and the position they are standing for. Voting will be conducted by secret ballot and there will be clear ballot boxes and times to cast your vote.

All delegates will be able to vote for all positions save that the vice-president (Higher Education) shall be reserved solely to Higher Education delegates and the vice-president (Further Education) shall be reserved solely to Further
Education delegates.

**The Count**

The Chief Returning Officer will arrange for the count for full time positions to take place at National Conference. They will endeavor for the counts for the committee and NEC positions to also take place at the event, but if this is not possible for them to occur within seven working days of the close of Conference.

Block of 15 count - to include at least 50% women and 5 reserved places for FE

5 positions on the block of 15 are reserved for Further Education places and in addition at least 50% of the Block 15 shall be reserved for women. This means that 4 counts will take place. Firstly for FE women for 2 positions and then following that the second count will include the remaining FE candidates for the remaining 3 positions. The third count will be for all remaining women for the number of positions required to get the Block of 15 to at least 7. Then the forth count will take place for all remaining candidates for the final 8 positions.

Candidates may send one observer to the count for their election but cannot attend the election count themselves.

**Campaigning Rules**

**Expenditure**

Candidates in all elections have a maximum amount they can spend on their campaigns notified once the nomination has been confirmed, for all campaign publicity materials that can be worn, given or handed to delegates. Campaign materials are anything that promote your candidature or discourages others from voting for your opponents.

Candidates may be asked to produce receipts of their expenditure and may be asked to ensure that any good/services received are available to all candidates and not only a result of special relationships with suppliers. If you are unsure whether your expenditure counts within these boundaries you should check with the Chief Returning officer via governanceteam@nus.org.uk before spending any money. You cannot plead ignorance on this issue following the event.

Maximum expenditure for elections at National Conference are as follows:

- Full time officers No more than £400
- Block of Fifteen No more than £150
- Democratic Procedures Committee No more than £45
- Student Trustees No more than £45

**Emails and Facebook**

The use of any official NUS, NUS Services or NUS Area email list to advertise one candidate over another is strictly prohibited. This includes any official email networks or social networking groups and events both formal and informal that students use for another purpose, for example to discuss a type of student activity, community or political grouping. Individual emails and the general use of social networking sites and message boards is considered word of mouth communication, and beyond the need to be respectful of their opponents, candidates are free to use these as they see fit.

Candidates may **not** make use of any pre-existing facebook or other social media group/page or similar, but should create new ones for the purposes of the election they are currently standing in.

**Leaflets**

Leaflets may be distributed to delegates at any point over the conference, but not on conference floor. Leaflet distributors may be asked to disperse from an area by the returning officer or asked to desist entirely if their actions cause the event to become inaccessible.
**Code of Conduct**

In considering the rules candidates should be aware that they are responsible for the conduct of themselves, their campaign and supporters. Candidates for elections are governed by the NUS Code of Conduct ([https://www.nusconnect.org.uk/governance/nus-code-of-conduct](https://www.nusconnect.org.uk/governance/nus-code-of-conduct)) A breach of this code by a candidate or their supporters may lead to disqualification, as may any breach of these campaigning rules.

The code of conduct sets out the protocol to be followed given any breach of discipline. A breach of discipline can include (but is not limited to, threatening or harassing any other person, assaulting any other person, damaging any property, acting in contravention of the NUS Equal Opportunities Policies; acting without due regard for the safety of others, acting with dishonesty or with intent to defraud and infringement of equal opportunities, safe space, safeguarding, no platform or staff.

The Chief Returning Officer has the right, at any point, to suspend a candidate to be investigated under the Code of Conduct which may cause them to be withdrawn from the election.

**Diversity monitoring**

The Chief Returning Officer wants to ensure that these election processes are as open as possible to the full diversity of our membership. If your nomination is successful you will be contacted to fill in an optional Diversity Monitoring Form.
Election Rules and additional information

NUS RULES | Elections

600 Application

601 These rules will apply for all elections to positions in NUS except where these rules are varied in the schedules for Nations, Liberation Campaigns or Student Sections. These rules may also be further defined in schedules for Nations, Liberation Campaigns or Student Sections.

Variations or further definitions shall require approval of the Chief Returning Officer.

602 Chief Returning Officer

603 The Chief Returning Officer will report annually to the National Conference on elections held under the auspices of these rules. They will keep under review measures to enable and maximise participation in elections and measures to restrict activity of candidates and campaigns to ensure fairness and make recommendations to this effect in their Annual Report to the National Conference.

604 The Chief Returning Officer in conjunction with their deputies will have the power to interpret all election regulations and issue rulings and interpretations to this effect to all members and appointed election officials.

605 The Chief Returning Officer (RO)

610 The Chief Returning Officer shall, for each election or appropriate set of elections, appoint one of their deputies or any other person to act as the Returning Officer.

611 The RO will:
   a) Be the interpreter of the Elections Rules for that election, subject to any rulings from the CRO.
   b) Appoint (and dismiss if necessary) election officials to ensure the good conduct and administration of the elections.
   c) Ensure oversight of the count and declare the results of the elections.
   d) Set rules, regulations and guidelines other than these election rules to govern the conduct of the election.
   e) Seek legal advice by referring the matter to the Board if he/she believes that statements made or the contents of publicity could leave NUS open to legal action.
   f) Rule out of order any statement or the content of any publicity, which in their view is in breach of the constitution, the law or any other appropriate rules and guidelines.
   g) Be empowered to issue warnings to candidates or remove candidates from the election at any point in accordance with these election rules and any rules and regulations issued under the above provision
   h) Be empowered to order recounts, or declare election processes null and void.
   i) Deliver, or ensure the delivery of, appropriate support and guidance to all election candidates.
   j) Make available information to potential candidates for each election outlining relevant rules and procedures.

615 Complaints

616 For each election the RO is the ultimate official competent to deal with complaints regarding the conduct of candidates, their supporters and campaigns, and the administration of elections.

617 Complaints regarding the conduct of an RO must be sent to the CRO and cannot affect the outcome of an election unless National Conference rules that it should using the removal from office procedures

620 The Process of Elections
For each election or set of elections the RO will produce an election timetable, which will outline:

a) The process for nomination
b) Arrangements for the publication of accepted nominations
c) Arrangements for objections to the eligibility of candidates
d) Details for the submission of manifestos (if appropriate)
e) Details of a question time (if appropriate)
f) Arrangements for the ballot
g) Arrangements for the count

Rules:

The RO will produce details of the arrangements for balloting and for complaints procedures, and ensure that they are publicised to all constituent members or delegates as appropriate.

The RO will ensure that any additional details, or amendments to the arrangements, are publicised to all constituent members or delegates as appropriate in a timely fashion.

Nominations

Nomination forms will be available to all constituent members or delegates as appropriate.

It will be the responsibility of nominees to ensure that nomination forms are completed accurately and submitted before the deadline.

All nomination forms will require a minimum number of individual member proposers from minimum number of different constituent members as outlined in the annual schedule of elections published by the CRO each September. In setting the numbers, the CRO will pay due regard to the need to balance ease of involvement with demonstrating support; and consistency on the previous year.

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.

The RO will have the sole responsibility for declaring a submitted nomination form valid.

In the event of two or more candidates having the same proposer in an election for a single position, the RO may allow up to twenty-four (24) hours for the candidates to find fresh proposers.

When the RO is satisfied, all valid nominations will be confirmed with the candidates and published.

Any candidate completing as nomination form for Full Time Office will also be required sign to accept any terms and conditions of employment relating to the post at the point of nomination

Manifestos

Where appropriate manifestos must be submitted by the date laid down in the election timetable and must comply with any format requirements stipulated by the RO.

The RO will ensure that manifestos are made available to voters.

Campaign Publicity
641 Where appropriate the RO may stipulate an amount that candidates may spend on their own election campaign.

642 The RO may draw up regulations for the conduct of candidates’ campaigns. Any breach of these regulations could lead to disqualification from the election.

645 Question Time

646 The RO may arrange a question time for the candidates in an election.

650 Withdrawal

651 Any candidate may withdraw from an election at any point before the start of the count by informing the RO.

652 If a candidate withdraws during the ballot, or after a point at which the ballots cannot be amended, the RO will ensure that voters’ next preferences are counted.

655 Voting

656 The RO will ensure that eligible delegates at a given event are enabled to vote.

657 The RO will decide the method of voting and publicise it appropriately.

658 The voters will be able to express preferences for as few or as many candidates as they wish in any election.

Rules

659 Ballots will bear the chosen name of each candidate, the position being contested, and any declared affiliations of each candidate.

660 The order of names on the ballot will be decided alphabetically by surname.

661 There will be a facility for voting for “Re Open Nominations”. For the purpose of counting the votes, ‘re-open nominations’ box shall be treated as if a candidate. This means that re-open nomination may be excluded and the votes transferred in accordance with the rules. Voters can express a preference for a candidate after re-open nominations. In elections with one vacancy to be filled, the counting shall be by alternative vote system. If the ‘re-opens nominations’ candidate is elected, the returning officer shall declare the vacancy unfilled. In elections with more than one vacancy the counting shall be by the single transferable vote system. If at any stage of the count ‘re-open nominations’ candidate gains the required number of votes to be elected, it shall be deemed to have been elected and any surplus and any further votes, transferred to a further ‘re-open nominations’ candidate. This stage shall be repeated as often as required. The returning officer shall declare unfilled the number of vacancies equal to the number of ‘re-open nominations’ candidates deemed to have been elected, if any.

662 Voting will be by secret ballot.

665 The Count

666 Candidates or their appointed representative may, if they wish, attend the counting of the votes, as observers only.

667 The count will commence only after the RO is satisfied that all complaints relating to the conduct and administration of the election have been resolved.

668 The count will be conducted in accordance with rules outlined by the Electoral Reform Society for running elections by Single Transferable Vote.
669 Any candidate may request a recount within five (5) calendar days by writing to the Returning Officer. The Returning Officer’s decision is final in this regard.

670 NATIONAL EXECUTIVE COUNCIL: There shall be 2 counts for this election.
a. In the first count, for the specified number of places reserved for Further Education candidates, all preferences for HE candidates will be ignored.
b. In the second count, for the number of National Executive Council members in total minus the specified number of places reserved for Further Education candidates, candidates elected in the first count will be deemed to have withdrawn for the purposes of counting.

675 Declaration

676 Results of the election will be declared by the RO in an appropriate manner when the count for each post has been successfully completed.

677 A list of successful candidates will be made available within one (1) week of the declaration of the results.
27-29 March 2018 | Glasgow

Candidate manifestos and nominators

CD12

If you need this document in another format contact NUS on 0845 5210 262 or email events@nus.org.uk
Candidates for positions at National Conference 2018

Purpose of this document
Under NUS’ election rules, the list of candidates elected at National Conference are circulated prior to the conference at which they are elected. Also included with this list are the names of those who nominated each candidate.

Full details of the election rules and schedules can be found online and some copies are available on request at the information point.

Read through the document and need more help?
The Chief Returning Officer and their designates will be at National Conference. You should also read the Chief Returning Officer’s report in the reports document and listen to their presentation during the AGM.

Nominations
- National President
- Vice-President Further Education
- Vice-President Higher Education
- Vice-President Society and Citizenship
- Vice-President Union Development
- Vice-President Welfare
- Block of 15

Voting at National Conference
You should listen to the speeches from each candidate and read their manifestos to help you decide who to vote for. You will be able to vote by using your unique ballot during the breaks after each round of election speeches has taken place.

Elections are decided using a system of transferable vote.

For elections for a single post-holder we will use alternative transferable vote (ATV), and for multiple member elections, e.g. National Executive Councilors, we will use a single transferable vote (STV) system.

You choose candidates in order of preference by putting a ‘1’ by your first choice, a ‘2’ by your second, and so on. This allows you to say who should be elected if your first, second, or even third and fourth choices do not attract a lot of support. So use your vote carefully, your seventh preference vote could elect the eventual winner. Re-Open Nominations is a candidate in all elections.

Counts and Declarations
The full time officer positions will be counted and announced at National Conference. No result is official until declared by the Chief Returning Officer on National Conference Floor. The counts for the National Executive Councilor positions, Democratic Procedures Committee and Student Trustees will take place after conference.

Check out the conference hub at http://conference.nusconnect.org.uk/ for more information.
National President

**Sahaya James**  
National Campaign Against Fees and Cuts

I’m a socialist feminist and an activist through the National Campaign Against Fees and Cuts, a democratic activist network fighting for free education. For too long, our national union has been detached and isolated from the activists on the ground who have the real capacity to reshape education and society. I’m standing to be national president because we need to radically overhaul NUS, democratising our structures in order to become a serious campaigning force - bold in its vision for a free and liberated education and is prepared to fight for it.

**Shakira Martin**  
Re-elect Shakira: Time To Get Real

I have been humbled and honoured to be your National President for the last 8 months. I have always been honest about my story, the journey that education took me on and the huge changes we all want to see in our education system.

I was elected to listen, learn and lead; now it’s time to get real about what that means both for all forms of education, and what it means for NUS.
Momin Saqib
Leadership, Transformation and Success

Being the first non-European international student to be elected as the President of King’s College London SU in 144 years, I have worked relentlessly to make a positive impact for our student body. I firmly believe that the NUS is a great institution with an even greater unleashed potential. Unfortunately due to the internal political turmoil that grips, it has not been able to work effectively for its membership. NUS needs to be transformed to be in line with Students’ views and this can only be done through a change in leadership to achieve the success it deserves.

Re-open nominations (RON)
Vice President (Further Education)

Neal Black

For a Strong FE voice
I came back to college as a mature student parent aware of the difficult decisions that many college students make daily, to balance family life & their studies.
I am passionate about education, I believe it’s a transformative experience, our colleges are rooted in communities and give people a second chance.
Speaking of communities, I have invested a lot of my free time in giving back to mine, taking on roles in Ormiston community council & the wider local area partnership group, and as a member of the children’s hearing panel helping to give a voice to young people.

Emily Ann Chapman

#FEISHERETOSTAY
Here we are again.
When you elected me as your Vice President Further Education, I made a promise to get the FE and college Voice loud and proud, both in NUS and across the sector. That is exactly what I have been doing since.

We are 65% of this student movement and now is the time to show how AMAZING we are. We as FE and Colleges are not just the building's that do anything other than University Education. We are places that CHANGE and SAVE LIVES.

RE-Elect me, Emily YOUR VPFE and help me continue to say #FEISHERETOSTAY!

Re-open nominations (RON)
Vice President (Higher Education)

Amatey Doku

Let's keep winning for students
It’s been a huge privilege to be the VPHE and Deputy President for NUS at such an important time for the Higher Education Sector over the last year.

But with Brexit, funding crises, chaotic politics and persisting disparities in Higher Education, the need for leadership is more important than ever before.

There is still so much more to do and with your support we can continue to win for students.

Ana Oppenheim

National Campaign Against Fees and Cuts

I’m a postgraduate student, former sabbatical officer and current representative of the International Students’ Campaign on NUS NEC. I’m also a socialist feminist and a proud Labour Party activist. For years, I’ve campaigned against tuition fees and campus cuts, and for workers’ and migrants’ rights.

I’m standing because NUS should be building on the enthusiasm for free education that saw millions of students voting for it last year. I’m the candidate who will develop and campaign for our vision of a debt-free, accessible, democratic and liberated education, and support local campaigns on campuses across the country. - fb.com/Aga4NUSVPHE
@anaopp
Vice-President Society and Citizenship

Abdi Duale

Zamzam Ibrahim
Zamzam for VP Soc & Cit!

I want to lead a Society & Citizenship Zone that will always defend students like me that will fight for a cohesive multicultural and just society.

I’m running to be your VP Society and Citizenship, because I want an NUS that shapes an inclusive and progressive society, an NUS that supports and unites all students, and an NUS that actually makes concrete change.

Re-open nominations (RON)
Vice-President Union Development

**Jess Levy**

**No to Mess, Vote for Jess**

Hi Delegate,

I’m Jessica Levy, The Representation and Resources Officer at Birmingham Guild of Students.

I’ve noticed being a part of NUS is not something that my students back on my campus care about. ...I’m going to work with you to change this. Student Unions, can change lives, mine did, it gave opportunities to help me realise what I could achieve. Union Development zone can champion work that unions do and more importantly help push it forward.

I will be the Vice President of Union Development that puts the Zone in our memberships Unions and not on your Twitter feed.

**Ali Milani**

**Connecting NUS to students**

In April, I stood on stage at national conference and presented a vision of a Union Development radically different from years gone by. I spoke of a need to bring our movement together, develop activists locally and connect our National Union with students at grassroots. Several months into our journey, we are on an incredible path to building something special.

I’m standing for re-election because I believe now is not the time to abandon our vision. We’re just getting started. If we build a National Union that believes in connecting students with NUS - we will become an unstoppable force.

Re-open nominations (RON)
Vice-President Welfare

Eva Crossan Jury
#Eva4VPWelfare

Hi, I’m Eva and I am running to be your VP Welfare.

We have a mental health crisis plaguing our institutions, rocketing rents, dangerous housing conditions, and student survivors sidelined even within our movement.

The Welfare Zone must act now - it must be transformative. Welfare must centre around care and collective action against cuts and oppression.

At Goldsmiths, we have been making ground-breaking work on these issues - improving our counselling service, fighting for tenants rights and creating institutional policy against sexual harassment. We urgently need a transformative Welfare Zone which amplifies our collective voice.

Izzy Lenga
Re-elect Izzy for VP Welfare

As your VP Welfare this year, I have not wasted a minute on delivering my promises - to transform NUS’ Welfare work so that it’s focused to deliver on the issues that matter to students.

But the work’s not complete. Our support services are still under attack, hate crimes are spiralling on our campuses, mental health services are underfunded and students are living in squalor yet can’t meet their sky-high rent payments.

Re-elect me to finish the job - securing new standards and investment in support services, fighting campaigns to bring together a united, fighting and winning Welfare campaign.

Re-open Nominations (RON)
Block of 15

Abdullah Okud

Ahmed Mahbub

Angelina Moana Cliff
Ayo Olatunji
(no photo submitted)

Azza Abdulla

Callum Slater

Ceewhy Ochoga
Chuchu Nwagu

Connor Delany

Cosbo Awil
Darren Clarke

Harriet Ruddick

Harry Bishop
Hayvi Rahem

Jack Morewood

James Cleverly
Juliana Mohamad

Justine Canady

Karl Robson
Kat Hackshaw

Krum Tashev
(No photo submitted)

Laura Lunn-Bates

Mason Ammar
Phillip Dowler

Rabbi Eli (Elijah) Goldssobel

Riddi Viswanathan
Re-open nominations (RON)
**Nominators**

**National President**

**Sahaya James**, National President

<table>
<thead>
<tr>
<th>Nominee</th>
<th>Constituency</th>
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<tbody>
<tr>
<td>Ana Oppenheim</td>
<td>London School of Economics</td>
</tr>
<tr>
<td>Christian Townsend</td>
<td>University of Sheffield Student’s Union</td>
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<tr>
<td>Helena Navarrete Plana</td>
<td>Warwick SU</td>
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<tr>
<td>Robin Noon</td>
<td>Manchester University Students’ Union</td>
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<tr>
<td>Yusuf Patel</td>
<td>City and Islington College</td>
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<tr>
<td>Dominque Hua</td>
<td>University College London Students Union</td>
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<tr>
<td>Vijay Menezes-Jackson</td>
<td>University of Edinburgh Students Union</td>
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<tr>
<td>Lily Madigan</td>
<td>University for the Creative Arts</td>
</tr>
<tr>
<td>Laura Wormington</td>
<td>King’s College London Student’s Union</td>
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<tr>
<td>Jess Bradley</td>
<td>NEC</td>
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**Shakira Martin**, National President

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<tbody>
<tr>
<td>Elaine Mckinlay</td>
<td>Ayrshire College</td>
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<tr>
<td>Mohammed Ubaid</td>
<td>Leicester College</td>
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<tr>
<td>Gunter Scheidt</td>
<td>Chesterfield College Student union</td>
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<tr>
<td>Mohammaed Alhassan</td>
<td>University of Strathclyde Student’s Union</td>
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<tr>
<td>Dillon Stanley</td>
<td>SERC Student Union</td>
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<td>Nominee</td>
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<tr>
<td>Nicola Hemmings</td>
<td>Beds SU</td>
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<tr>
<td>Thomas Shacklady</td>
<td>Derwen College</td>
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<tr>
<td>Holly Scrimgeor</td>
<td>Highlands and Islands Students’ Association</td>
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<tr>
<td>Emily Andrews</td>
<td>University of Gloucestershire Student’s Union</td>
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<tr>
<td>Ben Davies</td>
<td>University of Bath Student’s Union</td>
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**Momin Saquib**, National President

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<tr>
<td>Minahil Saqib</td>
<td>University of Oxford Student’s Union</td>
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<tr>
<td>Sanna Shah</td>
<td>Middlesex University London Student’s Union</td>
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<tr>
<td>Prachi Mittal</td>
<td>University of Westminster Student’s Union</td>
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<tr>
<td>Asim Mahmood</td>
<td>Sheffield Hallam University Student’s Union</td>
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<tr>
<td>Zulkaif Riaz</td>
<td>City University of London, Student’s Union</td>
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<tr>
<td>Osama Munir</td>
<td>University of College London Student’s Union</td>
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<tr>
<td>Adil Ur Rehman</td>
<td>University of Hertfordshire Student’s Union</td>
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<tr>
<td>Inshaal Ahmad</td>
<td>University of Bradford Student’s Union</td>
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<tr>
<td>Ahmed Mahbub</td>
<td>Queen Mary, University of London Students’ Union</td>
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<tr>
<td>Zahra Choudhry</td>
<td>University of West London Students’ Union</td>
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### Vice-President Further Education

**Emily Chapman**, Vice President Further Education

<table>
<thead>
<tr>
<th>Nominee</th>
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<tbody>
<tr>
<td>Cameron Hartley</td>
<td>NCL – Construction, Leisure and Sport</td>
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<tr>
<td>James Cleverley</td>
<td>Cambria Student’s Union</td>
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<tr>
<td>Jamie Gibbins</td>
<td>Guildford College Student’s Union</td>
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<tr>
<td>Katie Kemish</td>
<td>Havant &amp; South Downs College</td>
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<tr>
<td>Kira Millana Lewis</td>
<td>Exeter College</td>
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<tr>
<td>Leah Wallace</td>
<td>Nottingham College</td>
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<tr>
<td>Ophir Yaron</td>
<td>Derwen College</td>
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<tr>
<td>Lynset Adams</td>
<td>Fife College</td>
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<tr>
<td>Romana Jabeen</td>
<td>Leeds City College</td>
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<td>Vitalijs Nikiforovs</td>
<td>Grantham College</td>
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### Neal Black, Vice President Further Education

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<tr>
<td>Abigail McKeown</td>
<td>New College Lanarkshire</td>
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<td>Moira Kinghorn</td>
<td>Borders College</td>
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<tr>
<td>Joshua Gregory</td>
<td>Dundee &amp; Angus College Students’ Association</td>
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<tr>
<td>Julie MacKenzie</td>
<td>South Lanarkshire College</td>
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<tr>
<td>Nurina Sharmin</td>
<td>Perth College – University of the Highlands and Islands</td>
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<tr>
<td>Jennifer Fowler</td>
<td>West Lothian College</td>
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<tr>
<td>Ruairi Constant</td>
<td>Gower College Swansea</td>
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<tr>
<td>Gemma Jones</td>
<td>Scotland’s Rural College Student Association (SRUCSA)</td>
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<td>Nominee</td>
<td>Constituency</td>
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<tr>
<td>Kieran Alexander Gilhooley</td>
<td>City of Glasgow College</td>
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<tr>
<td>Beth Anderson</td>
<td>Edinburgh College Students’ Association</td>
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**Vice-President Higher Education**

**Amatey Doku**, Vice President Higher Education

<table>
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<td>University of Manchester Student Union</td>
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<td>Baljeevan Kaur Deol</td>
<td>Staffordshire University Student Union</td>
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<tr>
<td>Diarmuid Cowan</td>
<td>Heriot Watt Student University</td>
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<tr>
<td>Ellen Jones</td>
<td>NUS Wales: President</td>
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<td>Sally Patterson</td>
<td>University of Bristol Student Union</td>
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<tr>
<td>Angel Layer</td>
<td>University of Portsmouth Student’s Union</td>
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<tr>
<td>Lawson Ogubie</td>
<td>Aberdeen University Student Association</td>
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<td>Shraddha Chaudhary</td>
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**Ana Oppenheim**, Vice President Higher Education

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**Vice-President Society and Citizenship**

*Abdi Duale*, Vice President Society and Citizenship

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### Zamzam Ibrahim, Vice President Society and Citizenship

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### Vice-President Union Development

**Ali Milani, Vice President Union Development**

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**Vice-President Welfare**

**Eva Crossan Jury**, Vice President Welfare

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**Izzy Lenga**, Vice President Welfare
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**Abdullah Okud**, Block of 15

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**Ceewhy Ochoga, Block of 15**

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**Chuchu Nwagu, Block of 15**

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**Krum Tashev, Block of 15**

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**Laura Lunn-Bates, Block of 15**

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Purpose of this document

This document presents motions from a variety of bodies to National Conference.

**National Executive Council:** Sets interim policy that affects the work of the National Union as a whole. This includes motions remitted from National Conference.
Pages 3 - 12

**The Nations and NUS-USI:** These are politically autonomous organisations set up to represent the students of a geographical area – Scotland, Wales or Northern Ireland
Pages 12 - 15

**The Liberation Campaigns:** These are politically autonomous campaigns set up to represent those students who are discriminated against or disadvantaged by society because of their background, culture, gender, gender identity, race, sexual orientation or ability. They are the Black Students Campaign, Disabled Students Campaign, Lesbian Gay Bisexual Trans+ Campaign and Women’s Campaign.
Pages 15 - 64

**Student Sections:** These are groups set up within the HE and Welfare Zones to represent the needs of particular sections of students. These are International Students, Mature and Part Time Students and Postgraduate Students.
Pages 64 - 74

**From the NUS Rules:**

475. Policy Adoption
476. During each Annual National Conference each of the following bodies will report to the National Conference on its work throughout the year and propose for adoption policies passed at the relevant conference of each body.
   a. Nations
   b. NUS-USI
   c. Liberation Campaigns
   d. Student Sections
   e. National Executive Council

477. Unless an objection is raised these policies will be automatically adoption at the end of the National Conference

478. Objections to the adoption of any such policies or part thereof will be delivered to the Democratic Procedures Committee

479. During the relevant session of the National Conference the Chairperson will invite at least one speech in favour of each objection, and at least one speech against. The Chairperson will then move to a vote where a simple majority will sustain the objection and the policy or part thereof will not be adopted

480. In the event that policy is adopted under these procedures which conflicts with policy passed as a result of Zone or Emergency Motion debates at National Conference the policy passed at National Conference as a result of Zone or Emergency Motion debates shall take precedence over this adopted policy as the position of the National Union.

What you need to do

Before National Conference: You should read through this document and contact the Democratic Procedures Committee before 12:00pm on Day Two of National Conference. You are encouraged to discuss the reasons for your challenge with the relevant Convenor of that policy before you submit your challenge. If there are no challenges the motions will be adopted automatically.
Adding New Positions to the ARAF Committee

NEC Believes:
1. In 2016, a motion was passed at NEC to change the composition of the Anti-Racism, Anti-Fascism Committee
   2. This included the introduction of several reserved places which were to be elected, including: Jewish member, Muslim member, Migrant member, LGBT+ member, as well as the Black Students Officer and the Black Students Campaign 2nd Place.
   3. Not every liberation group currently has a reserved place on the ARAF committee.

NEC Further Believes
1. Fascism affects oppressed groups in different ways, moreover, fascist groups consciously target marginalised groups
   2. That currently those who face oppression on several counts, may also not be adequately represented by the formation of the committee
   3. That to ensure we are best placed to fight racism and fascism we must ensure representation of all affected on the ARAF Committee.
   4. That representation is not being sought for its own sake, we seek to ensure that our struggles are joined together in the fight against racism and fascism.

NEC Resolves:
1. To introduce three new places onto the ARAF Committee: Disabled member, Trans member and Women’s member.
   2. These positions should be elected in the same fashion as the other reserved places: candidates should self-define into the particular group, and they should be elected by other self-defining members of said group.

SWP rape apologism

NEC Believes:
1. The SWP regularly turn up to nearly any and every popular cause or demonstration, including free education demonstrations in 2016, 2015 and 2014.
2. In 2013, it was alleged that abuse by ‘Comrade Delta’ had been covered up within the Socialist Workers Party.\(^1\) In response hundreds left the party.\(^2\)
3. Activists, particularly survivors of sexual violence, including student officers – both sabbatical and part-time women’s officers, have organised locally and nationally against the SWP. This includes groups like SWP off Campus and Fuck the SWP.

NEC Further Believes:
1. It is alleged that the SWP have a history of rape apologism.\(^3\)

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\(^2\) [https://www.newstatesman.com/politics/2014/05/comrades-war-decline-and-fall-socialist-workers-party](https://www.newstatesman.com/politics/2014/05/comrades-war-decline-and-fall-socialist-workers-party)
\(^3\) [https://www.newstatesman.com/politics/2014/05/comrades-war-decline-and-fall-socialist-workers-party](https://www.newstatesman.com/politics/2014/05/comrades-war-decline-and-fall-socialist-workers-party)
2. NUS must stand in solidarity with those who have experienced sexual violence. This means circulating information on the history of the SWP’s supposed rape apologism, not sharing platforms or otherwise organising with them.

3. That the NUS Women’s Campaign have previously led on work supporting survivors of sexual violence and/or abuse. This is not only by virtue of representing women students but additionally through the expertise and experience of activists in the campaign.

4. The SWP, through their front organisations, come into contact with community groups who do not necessarily have ready access to information about their history of alleged abuse. This is particularly the case for community anti-racism organisations.

5. Given that smaller community organisations are specifically targeted by SWP and front groups, the focus of our campaigning against the SWP must focus largely on educating groups and individuals rather than casting people.

6. A variety of anti-racist and anti-fascist groups have issues with accountability and safeguarding in relation to rape, sexual assault and harassment. This is not something that is limited to the SWP.

**NEC Resolves:**

1. For funds to be allocated to the Women’s Campaign from the Welfare Zone, to continue to develop and distribute materials for students and community organisations about the alleged history of the SWP, explaining why NUS does not work with them, and why students should not pick up their placards at events.

2. To distribute the Salvage Collective report and toolkit Gendered Violence in activist communities in its work on tackling rape and abuse apologism

3. To support the efforts of officers and students organising against the SWP because of the accusations made against the SWP;

4. To provide practical support to officers and activists especially in situations where the SWP control positions in local trade unions and community organisations.

5. To ensure that NUS officers do not speak at SWP events or events run by their fronts⁴ ⁵

6. To support the efforts of sabbatical officers and students who are working to stop the SWP from being invited to their campus by producing flyers and information on their history and why not to pick up their placards.

7. NUS should do research into other anti-racist, anti-fascist groups not linked to the SWP, to distribute to NUS FTO’s and Students’ Unions, for them to work with as an alternative to known SWP front organization anti-racist groups.

**Support SUs in the fight against marketisation**

**NEC Believes:**

1. Over the past year, the government introduced a series of reforms to higher education.

2. At their heart is the Teaching Excellence Framework which ranks universities Bronze, Silver and Gold according to a set of metrics including the National Student Survey (NSS) and graduate earnings.

3. The HE reforms and TEF are already causing job cuts in multiple universities, for example in Manchester where over 100 redundancies have been announced⁶, explicitly citing changes to HE policy as a reason. Previous moves towards marketisation since 2010 have also contributed towards recent job cuts.

4. In 2016, NUS National Conference passed a policy to boycott the NSS until the TEF is scrapped and the HE reforms are withdrawn. NUS still has a democratic mandate to lead on the boycott and the wider campaign against marketisation.

5. In at least 12 institutions, NSS response rates dropped below 50% as a result of the boycott, making the results unusable. In many others, response rates have also fallen significantly.

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⁴ [http://www.independent.co.uk/voices/donald-trump-socialist-workers-party-sw socialistic-workers-party-rap investigat ion]
⁵ [https://www.manchestermet.ac.uk/voices/donald-trump-socialist-workers-party-sw socialistic-workers-party-rap investigat ion]
⁶ [https://twitter.com/antiracismday/status/604613398322877744]
⁷ [https://www.eventbrite.co.uk/e/confronting-the-rise-in-racism-stand-up-to-racism-national-conference-2016-tickets-2664062883#]
6. The boycott was widely reported in the media and mentioned in parliamentary debates around the Higher Education and Research Act.
7. In 2017, Theresa May announced that tuition fees for the following academic year would not go up. However, there has been no guarantee that the freeze will continue for future years or that TEF and fees will be delinked.
8. The NSS itself has been discredited as a measure of teaching quality, including by the Royal Statistical Society. Its results have also been proven to reflect racial bias.78
9. In August, over 70 student activists, SU officers and NUS committee members signed an open letter committing to running NSS boycott campaigns on their campuses and calling on NUS to lead the campaign nationally.9
10. TEF not only does not adequately measure teaching quality, it is a threat to higher education as we know it and needs to be resisted by any means available to us.
11. TEF means universities are chasing metrics and not meaningfully improving standards for students or staff.
12. Successful NSS boycott campaigns at multiple universities forced TEF and wider higher education policy onto the national agenda.
13. The NSS boycott contributed towards the government temporarily severing the link between TEF and tuition fees.
14. The government’s efforts to limit the effects of the boycott, by halving the weight of NSS as a metric and using data from previous years in institutions where response rates fall below 50%, are meant to discourage students from boycotting the survey. This shows that the leverage is effective and the student movement cannot afford to give up.
15. The government and university managers need NSS results not only to implement the TEF, but to manage the already-existing marketisation of the university system. By refusing to fill it out, we can therefore disrupt their business and gain leverage that helps students push them to concede to our campaign.
16. NSS turnout or results should never be tied to SU funding. Such blackmail from some universities is a despicable attack on union autonomy. It is a duty of NUS to defend any SU that receives threats of funding cuts because of participating in the national campaign.

NEC Resolves:

1. To release a statement and contact every HE union in NUS reaffirming NUS’ support for the NSS boycott.
2. To provide resources for SUs, including flyers promoting the NSS boycott and a toolkit on running an effective boycott campaign.
3. To campaign for union funding not to be tied to NSS and to work with and support every SU that faces threats of funding cuts in relation to the NSS. Political blackmail through block grant cuts is a concern to all SUs, so we must respond with solidarity: we will support and help build action up to and including mobilising demonstrations on affected campuses if appropriate.

Support our staff – stop attacks on pensions

NEC Believes:

1. There are multiple pension schemes for staff across FE and HE. All have faced round after round of attacks designed to reduce the payments that staff can expect in retirement, compared to what they put in. The attacks on different schemes are used to play against one another – one scheme is undermined, then members of another are told that they must accept attacks in theirs as it is unfairly better than the first – this continues in circles so that nobody wins except the employers. So to defend any part of the education system we have to defend all of them.
2. Currently under attack is the USS pension – for academic staff mainly in pre-92 universities. The employers’ consortium, UUK, has announced that they want to end defined benefits. This means removing all guarantees on how much payouts will be after retirement, leaving retired staff entirely at the mercy of the pension fund’s stock market gambles.10

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78 http://anticuts.co/2017/08/22/nss-boycott-open-letter-to-nus-leadership/
3. The pension scheme’s own analysis shows that the employers could muster the funds to avoid this and keep guarantees on pension payouts. Employers have cut the proportion of their budgets spent on staff by 5% in the past 10 years – it is their choice to cut investment in education workers, not a necessity.

4. Valuations that claim the USS fund is on shaky ground, and used to spread panic and justify cuts to pension payouts, have been widely criticised as based on poor methodology – using the wrong measures to predict future performance and using what the Leeds UCU President called a “zombie apocalypse” assumption – imagining that every single pre-92 university was going to shut simultaneously tomorrow, leaving the scheme to pay all former staff’s future pensions with no new income.

5. A ballot for major industrial action will be voted on by UCU members in the period 27 Nov to 19 Jan.

6. NUS Conference has previously voted that our default position should be to back industrial action by education workers, because we understand that working conditions and teaching quality are so closely tied, and because we understand that the alliance of solidarity between students and education workers is vital to our own campaigns.

7. These attacks are avoidable and unjust. No worker should be subjected to financial precarity; all deserve the security of a decent retirement.

8. Removing guarantees on payouts is about shifting financial risk away from the collective onto the individual, and away from the employers to the workers. This makes it easier to package up groups of workers, lift them out, and outsource them, and makes it more attractive for private companies to snap up such offers since associated pension liabilities have been reduced. In short, this will make further aggressive privatisation easier.

9. When staff are mistreated, demoralised, and overstretched trying to make ends meet, education suffers. Moreover, talented staff could be forced to consider leaving for jobs where they are treated better.

10. These attacks will be most damaging to workers at the beginning of their careers, including our members such as PhD students looking to begin research careers. And we all have a long-term interest in halting and reversing the erosion of pensions across the labour market.

11. The stronger our support for our staff, and the sooner we commit it, the stronger their campaign will be and the sooner we can force the employers to give in – and so the sooner any industrial action can end with a positive resolution, benefitting both students and workers.

**NEC Resolves:**

1. To mandate the VPHE and President to write immediately and publicly to UCU pledging our support for their campaign, and for any industrial action they are forced to undertake by the employers’ greed and stubbornness.

2. To mandate the VPHE and President to write to the USS pension scheme and the UUK employers’ consortium urging them to drop these damaging proposals and to instead reverse the last several years of attacks on education workers’ pensions.

3. To work with the NUS Postgrad Section and the UCU’s Casualised Members’ section to support our postgrad members to get active in their trade union (which is now free – membership dues are zero for postgrad workers) and help them defend their future pensions.

4. To brief SUs on the situation, why we need to support our staff, and what SUs can do to help.

5. In the event of industrial action NUS should produce materials including posters and leaflets that SUs can use to help explain to students what is happening and why our staff need support, and we should endeavour to bolster our staff’s picket lines and protests with our support.

**A New Approach to Teaching Excellence**

**NEC Believes:**

1. That the government has implemented a Teaching Excellence Framework in Higher Education which ranks Universities as either gold, silver or bronze

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1. [https://www.ucu.org.uk/strikeforuss](https://www.ucu.org.uk/strikeforuss)
2. [https://www.ucu.org.uk/uss_futurefundingletter](https://www.ucu.org.uk/uss_futurefundingletter)
3. [http://studentsunionucl.org/defendpensions](http://studentsunionucl.org/defendpensions)
2. That the current government intends to implement the TEF at subject level
3. That a consortium of 24 NUS member organisations have conducted joint research into the student perspective on teaching excellence, taking into account the perspectives of 9,000 students\(^\text{14}\)
4. This research proves that whilst students believe that the government should be ensuring teaching quality, any measures should not be linked to fees
5. 50% of students would have re-considered applying to their university if they had known it was bronze and 6% of students would have not applied or reconsidered had their university been rated gold
6. 11% of students from an ethnic minority background would have reconsider or not have applied to their university if it had been rated as gold
7. that this data will be invaluable as a submission into the independent TEF review expected in the next academic year, alongside NUS’s scheduled work to set out the positive vision for Teaching Excellence

**NEC Further Believes:**

1. There are many negative consequences to the current government policy on teaching excellence
2. Many of these consequences could prove truly catastrophic for the HE and wider Education sectors
3. That NUS should be carrying out research to empower both its officers and its member unions to make strong arguments on a national and local level
4. That while slogans such as “TEF Off” and national demonstrations will always be an important part of NUS’s campaign armoury we also need to ensure that we have cutting edge, high quality evidence to use

**NEC Resolves:**

1. To welcome the research and to use it to develop the next stages of the campaign against the Teaching Excellence Framework
2. To renew our campaign against the current direction of policy and the TEF in particular using evidence to underpin our campaign
3. To use all available resources and measures of student opinion to try to impact government policy
4. To reaffirm our opposition to a link between TEF and tuition fees

**Supporting Mature Students**

**NEC Believes:**

1. Part-time student numbers have fallen by 40% since 2010.\(^\text{15}\)
2. Mature students make up nearly 90% of part time students.\(^\text{16}\)
3. Mature students are more likely to leave higher education within a year of entering.\(^\text{16}\)
4. Mature students are more likely to be disabled, BAME, or from a low socio-economic background in comparison to 18-21-year-old undergraduates.\(^\text{16}\)
5. A significant portion of mature students drop out of University due to financial hardship.\(^\text{16}\)
6. Mature students are less likely to receive comprehensive advice on student finance and financial support while at University.\(^\text{16}\)

**NEC Further Believes:**

1. The wider HE community is not doing enough to support and retain mature students in higher education and are often forgotten in preference to undergraduates.
2. That everyone deserves the opportunity to a fair and accessible education, no matter their situation or background.

\(^\text{15}\) [http://www.bbc.co.uk/news/education-21769963](http://www.bbc.co.uk/news/education-21769963)
\(^\text{16}\) [https://www.nus.org.uk/pagefiles/12238/2012_nus_millionplus_never_too_late_to_learn.pdf](https://www.nus.org.uk/pagefiles/12238/2012_nus_millionplus_never_too_late_to_learn.pdf)
3. Financial support for students should be based on students’ needs rather by the type of course they do or the level they are studying at.

**NEC Resolves:**

1. To advocate for targeted mature student support on a national and institutional level.
2. To lobby for more flexible modes of study for students in HE in order to give mature students easier access to courses.
3. To campaign for student financial reform specifically for mature students, based on need rather than mode of study.

**1 Day Without Us**

**NEC Believes:**

1. Since the Brexit vote, xenophobia and racism have become increasingly legitimised, and migration has been blamed for legitimate social issues such as unemployment and the worsening state of the National Health Service.¹⁷,¹⁸
2. On February 17th, 2018, a national day of action will take place called One Day Without Us.
3. This day of action was previously supported at NEC 8th December 2016 and subsequently held on February 20th, 2017, resulting in over 160 events across the country.
4. Migrants of all kinds, people with a history of migration and those who support migrants and migration are planning this day of action to celebrate migrants and migration to the UK.
5. The reason that this event remains necessary is profound concern about worsening attitudes to migrants and migration in the UK.

**NEC Further Believes:**

1. We must fight back against escalating attacks on migrants and restrictions on migration from the government, and against wider societal prejudice, and against the exploitation of migrant workers.
2. The aim of the day of action is to celebrate the people of all nationalities and genders who have made the UK their home, including British citizens who may not necessarily identify as migrants but who have a history of migration in their family, and the contributions that migration has made to British society.
3. Migrant protests have been hugely empowering and effective in other contexts, for instance in the United States.
4. It is absolutely legitimate to cause disruption to fight oppression and injustice.

**NEC Resolves:**

1. To support One Day Without Us, sending a message of solidarity to the organisers and signing on to their statement of support.
2. To provide advice and guidance to students and unions regarding the participation of international students in this day of action and protests like it.
3. To promote One Day Without Us to students and unions, helping to build turnout and maximise its presence on social media and in the press.
4. To ensure universities and colleges are at the heart of the day of action, highlighting the difference international students and migrant academics and non-academic workers make to our academic and vocational communities of learning as well as the wider society.

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The Office for... Marketisation

NEC Believes:
1. The Office for Students was set up to implement the Teaching Excellence Framework and to promote choice and value for money.¹⁹
2. NUS has policy to resist marketisation and to support free education.
3. NUS’s strategy on the OFS so far has been to demand student representation.
4. The appointment of Toby Young - a deeply reactionary figure and a pioneer of privatisation in education - has been rightly criticised. ²⁰

NEC Further Believes:
1. The problem with the Office for Students is deeper than Toby Young.
2. Despite its name, the OFS does not act in the interest of students: the ideas of ‘choice’ and ‘value for money’ are not politically neutral. They present an active threat to the quality of education and to working conditions for staff in HEIs.
3. The creation of the OFS signals that any discussion of education as a public good is over. It consolidates and extends existing marketisation.
4. Given this, whether NUS is represented on the board of the OFS misses the point.

NEC Resolves:
1. To release a statement condemning not only the OFS’s appointments and non-appointments but its entire existence.
To reaffirm NUS’s commitment to fighting for free education and against marketisation.

Support Repeal the Eighth!

NEC Believes:
7. Article 40.3.3 known as the Eighth Amendment was voted into the Irish Constitution by a referendum in 1983.
8. The amendment in question states “the state acknowledges the right to life of the unborn and, with due regard to the equal right to life of the mother, guarantees in its laws to respect, and as far as practicable, by its laws to defend and vindicate that right” thereby prohibiting abortion in all cases except where doctors believe the woman’s life is at risk.
9. The right to bodily autonomy is a fundamental human right that should be granted to all people - the eighth amendment is in direct violation of this.
10. The current legislation does not reflect contemporary public opinion – 87 per cent of people in Ireland want access to abortion expanded whilst 72 per cent believe it should be decriminalised.²¹
11. An estimated 150,000 people have travelled to other countries to procure an abortion since 1980.²²
12. ny individual who procures an abortion within the country risks a 14-year jail term - including the doctor(s) who perform the procedure or assists it.
13. Everyday an aproximated 12 people in Ireland will have an abortion – between 9-10 will travel to the UK whilst 3 will risk a 14-year prison sentence by taking illegal abortion pills ;
14. People have already died in Ireland having been denied life-saving abortion procedures – including Savita Halappanavar.²⁴
15. Thousands of people are unable to travel for abortion services due to family, legal status, financial situation, health or in abusive relationships – and many rely on a range of charities like the Abortion Support Network for assistance.²⁵

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²² https://londonirisharc.com/about/
²³ https://www.repealeight.ie/#
²⁴ http://www.bbc.co.uk/news/uk-northern-ireland-20321741
²⁵ https://www.asn.org.uk/
16. In September 2017, the Irish Government announced a referendum to change the country’s laws on abortion. The government has not yet announced the date of the referendum, but it is expected to be held in May/June 2018.

NEC Resolves:
1. For the NUS to release a public statement of solidarity with the Repeal campaign (and for it to be signed by all Vice Presidents and the President).
2. For NUS to commit resources to raising awareness of the referendum this year so as to encourage Irish nationals studying in the UK to vote in the referendum (e.g. through a comprehensive media strategy, financial resources, and a sustained campaign on voter registration etc.)
3. For the campaign to be a collaborative effort between the NUS and organisations campaigning to repeal the eight amendment including but not limited to The London-Irish Abortion Rights Campaign, The Abortion Rights Campaign, The Coalition to Repeal the Eighth Amendment.
4. Where possible, for the NUS to provide a financial assistance in the form of a travel bursary so that Irish students studying in the U.K. are able to travel to Ireland and vote in the referendum. For the NUS to raise funds for a charity (e.g. the Abortion Support Network) that provides financial aid and accommodation to those travelling from the Republic of Ireland, Northern Ireland and the Isle of Man to access safe and legal abortion.

Support the Women’s Strike!

NEC Believes:
1. On 8th March 1908 migrant women marched through the streets of Manhattan to demand better pay and shorter working hours, and in 1917, Russian women took to the streets in an uprising that would eventually overturn the Tsarist regime.
2. Last year, on 8th March, women in more than 50 countries went on strike from paid and unpaid labour, whilst millions more across the world took part in direct action, in one of the most political International Women’s Days in recent history.
   a. In Australia, dozens of nurseries and children’s centres were forced to close after more than 1,000 childcare workers walked off the job at 3:20, the time at which they begin working for free as a result of the gender pay gap, while thousands attended a rally in Melbourne.
   b. Traffic was at a standstill in Dublin where thousands of protestors gathered to call for a repeal of the 8th amendment, which amounts to a near-total ban on abortion.
   c. In South America, mass strikes and demonstrations drew attention to high rates of femicide. In Argentina protests began with a “ruidazo” followed by a march in Buenos Aires to protest against the 78% rise in femicide in the past eight years.
   d. In 60 cities in Brazil, women walked out of work for at least an hour in protest at “structural violence” against women, while women from Movimento Sem Terra, a direct action land reform group, occupied the abandoned farm of a businessman currently in jail because of corruption.
   e. In Poland – where a women-led ‘Black Protest’ overturned a blanket ban on abortion last October – protesters gathered outside the Law and Justice headquarters, and in Romania women lay on the ground and read out the names of women killed by their partners.
3. This year, again on International Women’s Day, there are plans to call on women in the UK to join an international women’s strike:
   a. "We will walk out of our kitchens, universities, brothels, schools, bedrooms, factories, hospitals and offices. We will strike from all the work we do, whether it is paid or unpaid. If you can strike on 8 March, do. If you need to book the day off work, do it now. Or call in sick on the day. Withdraw all the housework and domestic work you do everyday for free. If you have a male partner, get them to care for the kids or make breakfast."

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26 http://www.bbc.co.uk/news/world-europe-41400836
29 See https://www.theguardian.com/world/2017/mar/08/international-womens-day-women-close-schools-occupy-farms-and-go-on-strike for more information on the above
30 https://www.facebook.com/events/3998094657285688/
NEC Further Believes:
1. This year has seen movements such as the #TimesUp and #MeToo movements, where women and non-binary people have spoken out against widespread sexual harassment and abuse by those in power. The Women’s Strike defies the idea that all we need is to tell our stories, over and over again – but rather that now is a time to mobilise for action and realise the power that removing our labour has.
2. The Women's Strike Facebook event page says that #WeStrike: “For every woman who is sick to death of being sexually harassed and bullied at work.
   For every woman who is hungry and unable to heat her house.
   For every woman suffering because of benefit cuts or poverty wages.
   For every woman who is expected to earn less than her male colleagues and then come home and start a second shift of cooking, cleaning and caring.
   For every woman who is kept powerless by whore stigma.
   For every woman who endures homophobia and transphobia.
   For every woman who has worked herself to the bone to keep the national health and education systems functioning and yet has not received a pay rise in years.
   For every woman who has suffered violence at the hands of partners, friends, colleagues or bosses and is not believed.
   For every woman who faces violence at the hands of the state through immigration raids, mass incarceration and racist policing.”

NEC Resolves:
1. To support students and staff withdrawing their (paid and/or unpaid) labour and participating in the Women’s Strike on 8th March.
2. To allocate resources to the NUS Women’s Campaign to host an event on the history of International Women’s Day, women’s strikes, and on the importance of action this year.
3. To organise a national walk out of lectures and classes on 8th March 2018.
4. To do this by providing resources, such as posters raising awareness of the strike, and resources on how to organise walk-outs and hold picket lines on campuses.
5. To link with other unions in the sector planning to take industrial action in the near future, including UCU.

NUS to Carry Out Research On Student Views on Refugees

NEC Believes:
1. That an argument consistently used by senior management in universities to refuse funding scholarships and bursaries for Refugees is that students would not be happy with their tuition fees being used to give others a free education.
2. That while we can assume from our policy processes and student connections, we cannot conclusively say that students are pro-refugee and willing to give up a part of their tuition fees to help others.
3. That having the results of this research would hugely help campaigns on both a campus and national level when it comes to helping refugees access further and higher education.
4. That the routes into education for refugees are significantly different when it comes to Further Education and Higher Education.

NEC Resolves:
1. That the Society and Citizenship Zone should run a piece of research, bringing in students from campuses across the UK, finding out what student views are on both refugees in general and refugees in Higher Education.
2. To formally ask the NUS UK Board to put aside a pot of money to fund this research.
3. That the findings of this research should be broken down both on a campus and national level, meaning that SUs can use their local results to help make arguments in their institutions.

https://www.facebook.com/events/398094657285688/
4. To ensure that the research and support is specifically tailored when it comes to Further Education unions, and is not just a bad replica of the resources offered to Higher Education Unions.

**Policy passed by the NUS-USI since National Conference 2017**

**International Affairs**

**Justice and human rights for Palestine**

**Conference notes:**

1. That the situation in the Occupied Palestinian Territories, the State of Israel and occupied Golan Heights is progressively worsening in terms of equality, justice, human rights and sustainable peace for all.
2. The discussion surrounding the Israel - Palestine conflict is often polarized, with the radical viewpoints espoused usually given precedence, resulting unhelpful propaganda battles being fought which moves focus away from human rights and political focussed progressive debate.

**Conference believes:**

1. Israel is currently occupying Palestinian territory in the West Bank and Gaza strip.
2. That Israel is in breach of International law in respect to its obligations as an occupying power which are stipulated within the 1907 Hague Regulations (arts 42-56) and the Fourth Geneva Convention (GC IV, art. 27-34 and 47-78), as well as in certain provisions of Additional Protocol I and customary international humanitarian law.
3. Israel is using an oppressive regime which fits the legal definition of Apartheid as stipulated within the 2002 Rome statutes and the International Convention on the Suppression and Punishment of the Crime of Apartheid.
4. Israel follows a policy of home demolitions and forced relocations to effectively control the demographics of those deemed undesirable by the state.
5. Israel does not allow Palestinian refugees or their descendents to return to the territory from which they were expelled in 1948 by Israeli forces both before and after the existence of the Israeli State.
6. The refusal to accept responsibility, or permit a viable solution to the refugee crisis which Israel itself created, is an obstacle to a just peace in the region.
7. A diverse range of Palestinian and Israeli organisations have called for a policy of boycott, divestment and sanctions against Israel pertaining to goods, services, economic ties and any other activities which assist the Israeli government in the continued oppression and occupation of Palestine.
8. The National Union of Students - Union of Students Ireland has so far held no policy in support of the growing movement to support Palestinian & Israeli human rights.
9. That there is no excuse or justification for the abuse of human rights and international law.
10. Terrorism, in all its forms, must be fully condemned and organizations which are defined as terrorist do not hold the principles or interests of the basic rights of Palestinian and Israeli people as a priority and cannot be said to represent the population of the region as a collective whole.
11. Palestinians have a right under international law to resist occupation and to democratically determine their own future.
12. Settlements built by Israel or Israeli citizens within the Occupied Palestinian territories are illegal as stipulated within the 4th geneva convention and other relevant international law.

**Conference resolves:**

1. That support should be given to individual students and student groups within Northern Ireland that work in a progressive, human rights based manner to ending the Occupation of Palestinian territories deemed occupied by the International community in 1967.
2. Where “support” is to be taken as meaning: The facilitation of events, speakers, positive engagement, debates, nonviolent direct action that is within the law and support for student members of NUS-USI within Israel - Palestine itself.
3. To demand freedom for Palestine, calling for an end to the military occupation of the Palestinian territories and the right to return for refugees who chose to exercise that right.
4. That a progressive adoption of the Boycott Divestment and Sanctions campaign should be implemented and promoted with a focus on the educational aspects so as to Boycott goods made in Israel's illegal settlements and divest from any company which is complicit in the abuse of Palestinian human rights and the occupation of Palestinian territories.
5. To implement the BDS campaign using a progressive approach that utilizes an assessed look at companies and products to determine if they fit the Palestinian call to BDS.
6. To use the much needed educational approach that sends a clear message as to why there is a BDS campaign along with what it is and is NOT about.
7. That we must support Israeli and Palestinian Human Rights NGO's such as that of B'tselem. Organisations such as these are typically demonised and attacked by the Israeli government in an undemocratic way.
8. Strongly condemn Israel's activities and policies which allow for continued human rights abuses and the perpetuation of a conflict based status quo that allows for such things as home demolitions, evictions and the brutal use of military power to put down nonviolent demonstrations for civil and human rights.
9. To support the Palestinians right to education by building links with Institutions of Education such as Bethlehem University and other such educational Institutions.

**Internationalisation of Students in Northern Ireland**

**Conference notes:**
1. There are an increasing number of international students coming to study at FE and HE level in Northern Ireland.

**Conference further notes:**
1. There is a lack of integration between international and local students.

**Conference believes:**
1. Internationalisation of students within Northern Ireland will not only be beneficial to the international student experience but also help submerge our home students in a more diverse range of cultures and experiences.

**Conference resolves:**
1. For NUS-USI to promote and raise awareness of the benefits of internationalisation within our institutions and community.

**Internationalism and Europe**

**Conference notes:**
1. When students come from abroad to study within the UK from outside the EU, they are expected to pay huge fees in order to study.
2. These fees are extremely high when talking in terms of British pounds and even higher when these figures are converted into most currencies.
3. International students who do not have access to loans have difficulty paying these fees. Along with living expenses this puts a huge burden on these students.

**Conference believes:**
1. These financial burdens stop people from abroad coming into the UK to study.

**Conference resolves:**
1. NUS-USI to put pressure on government to review this.

**Sport, Clubs and Societies**

**Recreational Sporting Activities**

**Conference notes:**
1. Student sport is an integral part of student life for many of our members.

**Conference further notes:**
1. Sport has many benefits for students for both personal development and physical wellbeing.

**Conference believes:**
1. By increasing recreational sport within member institutions we can not only get more students involved in our unions but also promote a healthy lifestyle amongst students.

**Conference resolves:**
1. NUS-USI should develop a campaign to promote student sport focusing on recreation, social and health benefits to students

**Sport**

**Conference notes:**
1. Due to the pressure of finding time for all lessons there is not much time available in many colleges when all students are free to participate in clubs and societies.

**Conference believes:**
2. That a time on the timetable should made when all students are free.

**Conference further believes:**
1. That this free time can also be used for Tutorials, Student Union and Class Reps Meetings.

2. That if the same time, such as Wednesday afternoons, was made free throughout colleges this would allow colleges to compete with each other.

3. This would improve students’ lives at FE colleges.

4. This would provide equality for all students as they would all have access to participating in all clubs and societies.

5. This would also provide many health and social benefits.

6. This would also help in developing the students’ union clubs and societies.

**Conference resolves:**
1. That NUS-USI puts pressure on DEL to enforce that every college has a time slot on Wednesday afternoons when all students are available to participate in clubs and societies.

**Course Reps**

**Conference notes:**
1. That student reps are an invaluable group amongst the student body. Conference also notes that Student’s Unions have limited resources to support these students.

**Conference believes:**
1. That student reps are at the heart of our institutions. Conference also believes that there is a need
for additional resources and support to improve how effectively we represent our students.

Conference hereby mandates:
1. The Regional Executive to lobby, and support our Student’s Unions when they lobby, both their institutions and government for more funding to support student reps.

Street Reps and Community Funding

Conference notes:
1. The inception of the Street Reps Scheme at Queen’s Students’ Union, which connects students more closely with their local neighbourhoods and improves community relations.

Conference also notes:
1. The wide range of funding that is available for community groups and community initiatives from various agencies.

Conference resolves to:
1. Work to expand the Street Reps scheme to other institutions and to use NUS-USI’s influence to push for funding to improve the initiative.

Private Rented Sector Tenants’ Association

Conference notes:
1. The poor state of private rented sector accommodation in Northern Ireland – way behind the rest of the UK and Ireland. Damp, cold and poorly maintained student accommodation is rife and often peddled by unscrupulous landlords.

Conference further notes:
1. That the NI Housing Executive expects the private rented sector to continue to expand, and if that is to happen, tenants need a dedicated representative body to represent their interests to the Northern Ireland Assembly and Executive and

Conference resolves:
1. To support the efforts of the Housing Rights’ Service to establish a Northern Ireland Tenant’s Association.

Policy passed by Liberation campaigns since National Conference 2017

Black Student’s Conference

Black Representation

Defending and strengthening the representation of students of African, Arab, Asian and Caribbean heritage
Submitted by: London Metropolitan University Students Union, Reading University Students Union, Black Students Committee

Conference Believes:
1. People of African, Arab, Asian and Caribbean heritage are under-represented in key positions of power including politics, the media, business and the judiciary.
2. Over the past 20 years the NUS Black Students’ Campaign has transformed the student movement by bringing our voices to the forefront of NUS and SU’s through groundbreaking campaigns, conferences, handbooks and more.

3. Increasing the number of students of African, Arab, Asian and Caribbean heritage representatives within SU’s and within NUS is essential in tackling racism and ensuring our concerns are addressed.

4. We are correct to assert the principle of students of African, Arab, Asian and Caribbean heritage electing our own representatives throughout the student movement. This must be respected across NUS.

5. Creating a Liberation Officer in every SU to represent students of African, Arab, Asian and Caribbean heritage remains essential in guaranteeing our representation on every campus.

6. The ‘Black Sabbs Network’ is a key opportunity for Sabbs of African, Arab, Asian and Caribbean heritage to network, share ideas, support each other and develop the campaigns we need to challenge racism, inequality and discrimination.

7. Campus groups such as ‘African Caribbean Societies’ and ‘Islamic Societies’ are important spaces where many students that our Campaign represents organise. These groups should be supported in getting adequate resources and funds from their SU’s.

8. Our Cultural clubs societies, including ACS’s, Asian Societies, Islamic societies and others are a key point of contact with students’ unions and a bridge to further activism and involvement;

9. Working with clubs and societies creates a greater awareness of the NUS Black Students’ Campaign and it’s initiatives amongst students.

10. NUS released the outcome of its Institutional Racism Review last December, finding “serious failings” with regards to its handling of race.

11. NUS has begun formulating a Race Equity Plan following the recommendations of the Review.

12. Institutional Racism within institutions is not the exception, it is the rule – racism is the foundation of this country, and reviews such as NUS’ can only help articulate those realities.

13. Institutionalised racism permeates all levels of the student movement.

14. This year, numerous Black Sabbs have been suspended on little, and heavily racialised, pretense. Racialised students running in elections are viewed with suspicion and subject to rampant double standards, meanwhile management routinely crack down on activism and self-organisation by Black and racialised students, and Black staff are marginalised and suppressed.

15. The reality of institutional racism underlines the limits of representation alone.

**Conference further believes:**

1. Black clubs and societies receive limited funding and support from students’ unions compared to others;

2. Black clubs and societies frequently fund events which the union should take more responsibility for under the Race Relations Act, like Black History Month, anti-racism, religious or cultural festivals.

**Conference Resolves:**

1. To continue to bring together and develop student leaders and activists of African, Arab, Asian and Caribbean heritage through our Winter Conference, Sabbs Network and Regional events.

2. To push for a Liberation Officer on every campus to represent students of African, Arab, Asian and Caribbean heritage.

3. To support students of African, Arab, Asian and Caribbean heritage running in Students’ Union elections by producing resources, a toolkit and providing one on one advice.

4. Produce a “Black History Month Guide” and support events across the campuses.

5. Support campus groups which represent and organise students of African, Arab, Asian and Caribbean heritage, from African Caribbean Societies to Islamic Societies.

6. Work with National networks of students representing cultural societies to ensure supporting clubs and societies is central to our work

7. Provide training and support on increasing funding for clubs and societies;

8. Ensure these groups’ needs are met using the Race Relations Amendment Act;

9. Circulate clubs and societies training materials to students’ unions.
10. The Black Students’ Campaign should be core to the implementation of any recommendations, plans and strategies initiated off the back of the IRR.
11. To research and publish findings into how racism manifests within the education sphere – particularly as facing Black students running in elections, holding positions, and general student organising.
12. Develop an audit tool for racial equality within SUs.

**Childcare at Conferences**
Submitted by: University of Manchester Students Union

**Conference Believes:**
1. Some delegates at conference are parents or have caring responsibilities.
2. These students have a right to engage in our campaign and have valuable voices.
3. Adequate childcare is essential for students to engage in conferences.

**Conference Further Believes:**
1. Political and cultural education is a necessary survival tool for our young people
2. Conferences have often been unsuitable places for children.
3. The current state of affairs is unsustainable.

**Conference Resolves:**
1. All BSC conferences should provide a crèche room
2. That this should be shared to all BSC events.
3. That delegates should be actively encouraged to bring their children to conference.
4. BSC should supply a variety of culturally and age appropriate resources i.e books, toys, games, instruments and media for crèche facilities at all BSC associated conferences and events.

**Anti Racism**

**Uniting against racism**
Submitted by: London Metropolitan University Students Union, Reading Students Union, Black Students Campaign Committee, Middlesex University Students Union

**Conference Believes:**
1. Institutional racism in the police continues to blight the lives of students of African, Arab, Asian and Caribbean heritage, with racist stop and search and deaths in custody.
2. Racism is being whipped up by the government and politicians to scapegoat our communities and deliberately distract from the government’s failure to deal with the cost of living crisis created by the Tories’ austerity agenda.
3. Multiculturalism has positively enriched British society: our food, music, culture and our economy.
4. Refugees from across Africa, the Middle East and Asia are being left to drown and rot on the borders of fortress Europe, with our government building a wall to lock refugees out and incarcerating them in immigration detention centres.
5. Students Stephen Lawrence, Ricky Reel and Anthony Walker were murdered in racist attacks, paying the ultimate price for racism against our communities.
6. The last year alone has seen a horrific rise in racist attacks including the death of Ex-footballer Dalian Atkinson who was tasered by the Police and an Islamophobic attack on a pregnant Muslim woman who miscarried as a result.
7. Kelechi Chioba is a member of the NUS Black Students Committee and is a disabled queer woman facing deportation.
8. Kelechi pleading to remain, fearing for her life if deported. She is suffering from mental health issues, yet the home office state her reasons are ‘insufficient’ despite having suffered severe abuse at the hands of her family, including verbal abuse, beatings and attempts to end her life.
9. Kelechi fears that she will face further abuse, and be put in a psychiatric home. Having witnessed patients in psychiatric care being chained up and forced to take medication, she fears for her life.

10. Reports of physical and sexual abuse in Yarls wood are rife, and Jimmy Mubenga died following restraint in the midst of a deportation flight.  

11. The NUS Black Students Campaign has played a critical role in the #SaveKelechi campaign, bringing national attention to her plight.

12. Immigration raids/stings/spot-checks are becoming increasingly adopted as a tactic by the state in its crackdown on migrants to detain and deport them.

13. These tactics are an extension of policing, and designed to instil fear and reinforce precarity among migrant populations.

14. Immigration policing is heavily dependent on complicity by non-government bodies to serve as the state’s ‘eyes’ in society.

15. Employers also collaborate with authorities to help deport undocumented staff.

Conference Further Believes:
1. The Hostile Environment must be disrupted, at every level of society at which it operates – and instilling a culture of solidarity with migrants in our communities is essential to this.

2. Anti-raids groups can help alert local migrants of impending raids, whilst serving as networks through which migrants and non-migrants can organise against xenophobia and immigration policing.

3. Anti-raids groups can serve as our eyes on the street, staring straight back at the state.

Conference Resolves:
1. To call for an end to racist stop and search, justice for deaths in police custody and to support the families of those whose families have died in racist attacks.

2. To work with FOSIS, the Muslim Council of Britain and others to challenge Islamophobia and the racist scapegoating of the Muslim community including the ‘Prevent’ agenda.

3. To support initiatives advocating the positive contribution of our communities to Britain.

4. Continue celebrating Black History Month, International Decade for People of African Descent, Islamophobia Awareness Month and other initiatives that educate and raise awareness about the positive contribution of our communities.

5. To support the Trade Union Congress to mark UN Anti-Racism Day.

6. To continue supporting the Save Kelechi campaign.

7. To work with community groups, anti-deportation campaigns, disability rights, women’s rights, LGBT, refugee and asylum networks to highlight this case and pressure the government into giving justice to Kelechi.

8. To work with Anti-Raids Network on setting up local anti-raids groups.

9. To provide training sessions on migrants’ rights, as well as de-arrests and direct action to stop raids on migrant establishments.

10. Continue opposing any and all anti migrant legislation introduced.

A hard Brexit will increase racism, damage education and destroy jobs
Submitted By: London Metropolitan University Students Union, Reading University Students Union, Black Students Campaign Committee

Conference Believes:
1. The Brexit referendum has greatly fuelled a rise in racism. Racist and xenophobic hate crime rose by an average of 36% in the two months following the referendum. A report from the Trade Union Congress found that over a third of ‘Black, Asian and minority ethnic’ people have been racially abused or have witnessed racist abuse since the Brexit vote.

2. Many students of African, Arab, Asian and Caribbean heritage have reported abuse following the Brexit vote, from being told to ‘go back home’ to having their hijabs ripped off their heads.

3. Universities currently receive 15% of their funding from the EU. Losing this will have a hugely detrimental impact - jobs and courses will be cut and some universities may struggle to survive.

https://www.theguardian.com/uk-news/2014/dec/16/g4s-guards-found-not-guilty-manslaughter-jimmy-mubenga
4. 43,000 university staff and 125,000 students from EU countries are currently working and studying in our universities. They bring vital skills, knowledge and experiences which enhance the UK higher education system. Their rights to remain in the UK must be guaranteed.

5. Theresa May is pursuing a hard Brexit which would see the UK ripped out of the Single Market, the Customs Union, the European Court of Justice and freedom of movement ended. This hard Brexit would cause serious damage to the UK’s economy and society for generations to come if it goes ahead, making the majority of the population much poorer.

6. The UK needs to remain in the European Single Market as it is of enormous economic value to the UK. The alternative to remaining in the European Single Market, is a trade deal with Donald Trump, where he will put ‘America First’ and not the job prospects and living standards of the UK’s population.

**Conference Resolves:**
1. Fight to protect EU staff and students working and studying in the UK and also fight to retain the 15% of university funding which currently comes from the EU with massive campaigns.
2. Vigorously campaign for the UK to remain a member of the EU’s Single Market in order to defend jobs, living standards and freedom of movement.

**Supporting Black Students Reporting Racism**
Submitted by: Union of UEA Students

**Conference Believes:**
1. Racism emerges in many forms within our institutions, and the micro and macroaggressions Black students are subjected to are excused on every ground from ignorance to “tradition”.
2. Recourse to accountability systems can often be limited or unsatisfactory – the structures in place to deal with complaints of racism may not sufficient.
3. Complaining about or highlighting racism within our institutions also opens Black students up to backlash

**Conference Further Believes:**
1. An incident about Blackface at Cardiff Medical School’s annual revue last year led to an investigation which found that Black students who made formal complaints about the incident were ostracised by peers and in some cases left Cardiff. The investigation also found wider issues with the complaint and support mechanisms in place.
2. It is incumbent on our institutions to protect Black students highlighting and whistleblowing about racism in our ranks.

**Conference Resolves:**
1. To lobby institutions to adopt more robust complaint and reporting mechanism to deal with racism.
2. To collaborate with the BMA and other relevant bodies for this purpose.
3. To ensure that institutions are proactively supporting Black students who do make complaints, especially publicly, about racism.

**In support of mental health services for Black students**
Submitted by: Union of UEA Students

**Conference Believes:**
1. There is a mental health crisis in our education system, fuelled by austerity, marketization and worsened working/studying conditions.
2. Black students are both more likely to suffer with poor mental health and less likely to access mental health services.
3. When mental health services are accessed by black students they are culturally inept at best, with counsellors often unable to address any of the concerns of Black students, and at worst with counsellors actively marginalising Black students’ concerns.
4. The fact that the idea of the mentally “well” person in the societal context is inherently white supremacist, Eurocentric, imperialist and racist in nature.

5. The fact that those who are from ethnic minority communities are subject to systemic discrimination and constant micro-aggressions yet are still expected to follow a Eurocentric standard of behaviour is a disgrace, and this relates directly towards mental health.

**Conference Resolves:**

1. Reaffirm our belief that the political agendas of austerity and neoliberalism are damaging to mental health, and to relate this directly with their imperialist and racist nature.

2. Campaign for culturally sensitive and aware mental health services that take into account the specific cultural needs of ethnic minority students, with clear training for staff and full funding for service providers.

3. Campaign for a national network of support groups for ethnic minority students, with training packs provided to local organisers - through our common endeavour we can and we will overcome.

4. Continue our fight against racism, discrimination and micro-aggression that affects us all daily in an extremely detrimental way.

5. Continue the fight for a liberated education that would ease the detrimental impact of daily racist and imperialist structures and curricula have on Black mental health.

**No to Stop and Search and Racial Profiling**

Submitted by: Leeds Beckett Students’ Union

**Conference Believes:**

1. A new code of conduct for stop and searches was introduced in 2014 by the Home Office and College of Policing\(^{34}\). This was introduced after the Government acknowledged the technique had been misused with 27% of stop and searches not satisfying the requirement of there being ‘reasonable grounds for suspicion’.

2. Since the introduction of the new code of conduct data shows the technique has been scaled back by 28%, however these same statistics show in 2015/16 all BME groups collectively were 2.9 times more likely to be stopped and searched than white people. This is up from 2.1 times more likely in 2014/15\(^{35}\).

3. There is a tendency for the practice to also disproportionately target individuals aged 25 or under\(^{36}\), who as an age range are more likely to be in Higher or Further Education\(^{37}\).

4. The NUS have previously campaigned against stop and search powers\(^{38}\).

**Conference Further Believes:**

1. The recent statistics suggest that the new code of conduct is doing nothing to tackle racial profiling.

2. Stop and search powers are misused by targeting those of specific ethnic identities.

3. That BAME students are particularly at risk due to many being aged 25 or younger.

4. Racial profiling is unacceptable.

**Conference Resolves:**

1. For the Black Students Campaign to call upon the Government to conduct a further review of stop and search powers and to abolish the ‘random’ stop and search powers that require no grounds of

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suspicion which can be exercised under Section 60 of the Criminal Justice and Public Order Act 1994.

2. For the Black Students Campaign to partner with relevant advocacy groups to provide educational and training resources and individuals' rights in relation to stop and search.

International Peace and Justice

International peace and justice – no to Trump, wars, poverty and climate change
Submitted by: London Metropolitan University Students Union, Reading University Students Union, Black Students Campaign Committee

Conference Believes:
1. People of African, Arab, Asian and Caribbean heritage are the overwhelming majority of humanity. Across the globe we are bearing the brunt of US-led imperialist wars, military intervention, poverty, climate change and neo-colonialism.
2. US President Trump represents a huge threat to people of African, Arab, Asian and Caribbean heritage across the world.
3. Trump’s racist domestic agenda must be vigorously challenged – including the #MuslimBan, the building of a wall to keep immigrants out and his attacks on African Americans.
4. Trump’s foreign policy agenda of increased militarism, threats of war and climate change denial must also be opposed.
5. The UK government’s participation in the US-led invasions and intervention of Iraq, Afghanistan and Libya have led to the deaths of millions of people and have spread chaos and terrorism throughout the regions.
6. The legacy of the UK’s and other European powers’ colonisation of the majority of Africa continues to hold back the continent today. The current economic relations imposed by the West have held back development and plundered resources. It is this fact that underpins poverty and the current famine crisis in East Africa.
7. The UN General Assembly have proclaimed 2015-2024 ‘The International Decade for People of African Descent’ – an opportunity to promote a greater knowledge of and respect for the diverse heritage, culture and contribution of people of African descent to the world.
8. Climate change has overwhelmingly been caused by the West yet it is countries in the global south that will be impacted the most by the adverse effects of climate change.

Conference Resolves:
1. To oppose the US and UK imperialist interventions in Africa, Asia and the Caribbean which attempt to exploit natural resources and subjugate peoples.
2. To produce a toolkit for Students’ Unions and students on marking ‘The International Decade for People of African Descent’ to encourage a broad range of events to take place.
3. To support progressive campaigns which demand an end to global debt and poverty.
4. To join Greenpeace and Friends of the Earth in campaigns against climate change.

Abolish African Debt
Submitted by: Union of UEA Students

Conference Believes:
1. African countries are straining under the burden of increasing debt.
2. Some of the worst cases are presented in the recent debt explosions in Ghana, Angola, Kenya, South Africa and Mozambique.
3. The vicious cycle of African countries debt to the west is a product of destabilising transition from colonisation to independence, leaving many countries in an economic and political vacuum.
4. Financial strain caused by increasing debt hits social spending the hardest, meaning communities bear the brunt of post-colonial economic trauma

**Conference Resolves:**
1. Publicly condemn the vicious cycle of debt inflicted on African countries which are still recovering from post-colonial destabilisation
2. Call for the UK Government, economic world leaders and transnational organisations to condemn and abolish the debt of African countries, especially the debt of former colonies
3. Engage students in raising awareness about the history and burden of Africa's debt to the west

**Condemn Predatory Peacekeepers**
Submitted by: Union of UEA Students

**Conference Believes:**
1. In 2016 alone, there have been 145 cases with 311 victims of sexual abuse and violence across UN peacekeeping missions
2. Many of these victims are children
3. The lack of justice delivered for these cases has already been described by an independent panel as a "gross institutional failure"
4. Crimes of peacekeepers are not dealt with sufficient robust persecution, and are often brushed over as individual instances of anger and frustration at their stressful surroundings
5. The value of these children's lives and autonomy are still dictated by imperialist white supremacy, allowing such international institutional injustice to take place.

**Conference Resolves:**
1. Publicly condemn the institutional failures of the UN to bring justice to child abusers, as well as the racist and imperialist structures and attitudes that dictate UN priorities regarding human rights
2. Call for a public inquiry in the sexual abuse and violence of UN peacekeeping soldiers, in particular Britain's complicity in funding peacekeeping missions with a record of sexual abuse, and in hampering investigatory efforts
3. Call for the UK Government to use it's powerful leverage in the UN to empower the International Criminal Court to fully investigate and charge UN staff, peacekeepers and international NGO staff for crimes involving child abuse
4. Call for the UK Government to push for independent, robust and confidential whistle blowing procedures within the UN

**BDS**
Submitted by: University of Manchester Students Union

**Conference Believes:**
1. The call for Boycott, Divestment & Sanctions was initiated by over 170 Palestinian civil society organisations in 2005 against Israel for its litany of human rights abuses.
2. The demands of the BDS movement are
   a. Ending Israel’s occupation and colonisation of all Arab lands, and dismantling the apartheid Wall
   b. Full equality for Arab-Palestinian citizens of Israel compared to Jewish citizens
   c. Right of Return for, Palestinian refugees to return to their homes
   these represent the minimal conditions for a just, sustainable peace in the Middle East.
3. There have been a spate of recent concerted efforts to overturn democratically voted BDS policies through legal threats, intimidation and lobbying by external organisations of universities and SUs – a tactic known as ‘lawfare’.
4. Taking lead from this, the government announced moves last year to ‘outlaw’ procurement boycotts by local councils, explicitly targeting Israel-related boycotts.
5. This year they announce further measures to “stop [town] councils from introducing restrictions on the companies and countries they use – particularly by introducing boycotts on goods from Israel.”

6. These represent an attack on both SU and local democracy. Practice of lobbying SUs or even university management to overturn democratically-voted policy is an affront to the autonomy of Student Unions and sets a dangerous precedent.

7. If we accept these attacks on BDS policy, we are laying the groundwork to allow institutions to stifle and undermine union democracy on the whole, and set back our movement.

8. NUS Officers this year have also taken fully-funded trips to Israel as ‘fact-finding exercises’. In reality these trips serve as little other than propping up Israeli state propaganda and serving to silence the Palestine people being colonised.

**Conference Resolves:**

1. To reaffirm our support for the Boycott, Divestment and Sanctions (BDS) movement.
2. Defend the right to boycott by SUs and town halls - opposing the government’s proposals to limit local democracy, and attacks on SU democracy by external organisations.
3. To develop guidance and advice on the legality of BDS campaigns and policy run by SUs, to disseminate to activists and unions.

**Rules Revision**

**Changing the name of our campaign: stepping forward together**

Submitted by: Bristol Students’ Union, NUS Black Students Committee, University of Manchester Students Union, Liverpool Hope Students Union, Kings College London Students Union, London Met SU, Reading University Students Union

**Conference Believes:**

1. The concept of Political Blackness was formed by African, Asian and Caribbean activists in the antiracist movements of 1970s Britain, in response to the specific mechanisms of racism within British society.
2. Following from that political tradition, the NUS Black Students’ Campaign has since its inception adopted the framework of political Blackness.
3. Concerns and challenges have been raised by this Campaign’s membership as to the usefulness of this political concept in this day, and demands have been made to change the terminology used by this Campaign.
4. A consultation process was initiated at the earliest opportunity this year, at Black Students’ Winter Conference 2016, regarding this issue.
5. That exercise identified a consensus that the terminology should change, but did not identify consensus for an alternative.
6. An alternative collective terminology and framework may or may not be readily available. Many widespread terms – such as ‘BME’ and ‘BAME’ – are minimising, or lend themselves to methods of state control and division.
7. Many at winter conference spoke of how these terms should not be adopted.
8. The Campaign is the largest of its kind in Europe, and the need for students of African, Arab, Asian and Caribbean heritage to unite together and fight racism together remains absolutely essential.
9. The campaign areas of BSC – Equality in Education, International Peace & Justice, Anti Racism & Anti Fascism and Black Representation – encompass the aspects that the Campaign should focus on.
10. A comprehensive change of the terminology used by this Campaign and the NUS is multi-staged and will not be instantaneous.
11. Students of African, Arab, Asian and Caribbean heritage need to unite and fight racism together in one Campaign within the NUS.
12. Differences have emerged amongst students of African, Arab, Asian and Caribbean heritage on what word should be used to describe our unity, with concerns over the current use of the term ‘Black’ as an umbrella term.
14. There are vast distinctions between Asian, Arab, Caribbean and African communities including how they are affected by racism, educational, academic and economic attainment. It is unrealistic to package us all together under the umbrella of “Black” students.

15. The term `Black' is evocative of people of African and Caribbean origins, using the language of “Black Students” is misleading and unrepresentative. In principle it understates the size, needs and distinctive concerns of the Asian, Arab and other ethnic communities within the movement.

16. The use of language and the blanket term “Black Students” erases the huge cultural differences, manufacturing an enforced sense of “solidarity”. Identities should not be forged out of experiences of oppression and racism alone, but also through a sense of shared cultural references.

17. That 'black' should not be used to describe all BME students.

18. The black student's committee's name should be changed to an alternative.

**Conference Further Believes:**

1. There is a history to political Blackness in Britain and its role in developing the antiracist movements. It is now time to adopt and/or develop a framework for antiracist organising within this Campaign that can operate within the context of modern day Britain.

2. The underlying principles of political Blackness are important requisites for antiracism, and we should seek to preserve these principles as far as is possible.

3. “Identity is an ever unfinished, endless conversation” – but our work as the Black Students’ Campaign must centre the politics of organising, antiracism, self-organisation and solidarity.

4. The Black Students’ Campaign uniquely fills a vacuum within student bodies organising against racism amongst African, Arab, Asian and Caribbean students. It does not, however, claim a monopoly on organisations representing each of those groups.

5. African, Asian, Arab and/or Caribbean communities are not homogenous – there are significant differences between them as well as within them, but the common underlying force of racism is what binds them in British society. There are also issues such as antiblackness which need to be identified and tackled.

6. In navigating race and identification in the West we are forced to utilise the tools of the oppressor, but must be wary to not re-essentialise categories of race and ethnicity or play into racist categories. A political framework that prioritises the struggle is needed for that.

7. People of African, Asian, Arab and Caribbean descent face the sharpest manifestations of racism in Britain.

8. The term “Black Students” suggests a false essentialism: that all non-white groups should share the same experience as Black people and vice versa. The term and misleading use of language conflates the differences of radically diverse peoples, boxing them together by virtue of non-whiteness.

9. BME students are not a monolith.

10. Using the term 'black' erases some student's experiences.

11. We experience oppression very differently to each other

12. It is a very outdated term

13. You can't be politically black-choosing when and how to become black. Students of Black African and Caribbean descent do not have that privilege.

14. During Winter Conference, there was clear and overwhelming consensus on the need to change the name of the campaign to a more representative alternative.

**Conference Resolves:**

1. To initiate a process of changing the terminology and name of the NUS Black Students Campaign.

2. To continue the consultation process initiated to determine a terminology for the Campaign among students of African Asian Arab and Caribbean descent, and bring a motion to NUS Black Students’ Summer conference 2018 that comprehensively revises the standing orders of the Campaign to reflect this new terminology, whilst retaining the composition of the Campaign.

3. To reject disempowering and divisive terminology such as ‘BME’ or ‘BAME’.

4. To carry out a consultation in the spirit of the text above.

5. To ensure that any new terminology is grounded in the principles of antiracism, self-organisation, and solidarity between people of African, Asian, Arab and Caribbean descent.

6. Creating a different name

7. Change the name of the ‘NUS Black Students’ Campaign’ to ‘NUS BAAAC Students’ Campaign’.

9. In NUS BSC Standing Orders delete 003. Replace with: “Individual Members who self-identify as being of African, Arab, Asian and Caribbean heritage and are not white shall be eligible to take part in the Campaign’s democratic process. Non-white students indigenous to the Americas and Oceanic region are eligible to participate. They will have voting rights and will be able to stand in election according to regulations outlined in these Standing Orders.”

Equality in Education

Fighting austerity, cuts and poverty
Submitted By: London Metropolitan University SU, Reading University SU, Black Students Committee

Conference Believes:
1. Rising tuition fees and education cuts is having a detrimental impact on students of African, Arab, Asian and Caribbean heritage.
2. The cutting of EMA for FE students, the scrapping of grants, the NHS bursary and other vital financial support is causing student poverty to rise and pricing many out of education.
3. Racism means that people of African, Arab, Asian and Caribbean descent experience higher levels of poverty and unemployment - austerity is hitting our communities the hardest.
4. Workers of African, Arab, Asian and Caribbean heritage with degrees earn over 23% less on average than white workers with degrees.
5. Between 2011 and 2014 the number of workers of African, Arab, Asian and Caribbean heritage in insecure work increased by nearly 40% – compared with a 16% rise for white workers.
6. The disproportionate impact of austerity with regards to unemployment on our communities is particularly striking. From 2010 to 2015 the number of long term unemployed ‘ethnic minorities’ in Britain increased by 49%. Whilst long term young unemployment for young white people decreased by 2%. Pakistani and Bangladeshi women were less than half as likely to be employed compared with the average employment rates for other women. Whilst in 2011, shockingly, half of young Black people of African and Caribbean descent were unemployed.
7. African, Arab, Asian and Caribbean communities are twice as likely to live in poverty compared to white people across Britain.

Conference Resolves:
1. To campaign for free education - no to cuts, fees and student debt.
2. For our Campaign to be at the heart of building the movement against austerity, cuts and attacks on our public services, working alongside the trade union movement, the People’s and Student Assemblies Against Austerity, Black Activists Rising Against Cuts and Sisters Uncut.
3. Demand that the government increase state investment to create jobs and green, sustainable economic growth. Only such an alternative economic strategy can resolve the crisis of Black youth unemployment and fight poverty.
Trans Students’ Conference

Welfare and Student Rights

Trans Healthcare Mega Motion
Submitted by: An Individual from University of Manchester Students Union and Leo Siebert, University of Strathclyde Students’ Association

Trans Conference Believes
1. Gatekeeping is a widespread procedure used in the Gender Identity Clinics’ process to stop trans people from receiving the healthcare they want.
2. In order to receive the appropriate healthcare such as hormones, hair removal, or surgery, service users often have to fulfill stereotypical expectations of femininity or masculinity. This disproportionately affects non-binary people.
3. Many patients have been denied healthcare due to mental health problems, which disproportionately affect trans people due to dysphoria and transphobia throughout society.
4. Despite trans people often receiving the worst healthcare experiences, trans issues are erased when talking about "LGBT(+) Health". In particular, trans issues are erased when it comes to “LGBT+ Sexual Health”, with the high proportion of HIV+ transfeminine people not being recognised in the provision of services to those at high risk of being HIV+.
5. Practitioners in university and college counselling services often have no training on trans issues.

Trans Conference Further Believes
1. Trans people should not be expected to conform to gender stereotypes in order to access treatment.
2. Gender Identity Clinics should not hold the power to withhold or threaten access to healthcare for any of the reasons named above.
3. Trans people know best what treatment they want for themselves, and the only role the Gender Identity Clinic should play in the provision of treatment should be based on physical health concerns, such as pre-existing blood conditions.
4. The positive impact of counselling (and other forms of health and social care) can often be reduced if trans patients are subject to invasive questioning on the basis of their gender identity and unprofessional behaviour overall.
5. The long wait lists for gender identity clinics means that many trans people have to wait months, if not years, for simple forms of medical care. Bridging prescriptions for hormones should be more widely used until wait lists shorten following the tranvolution (trans revolution).

Trans Conference Resolves
1. To campaign for more trans identifying representatives on the steering boards of GICs and GIC networks.
2. To campaign for trans healthcare to run under an “informed consent” model: Meaning that after going through the medical risks of transition (including specific risks depending on the individual’s health) with GIC staff, it is up to the trans person to decide whether they want to undergo treatment or not.
3. To campaign for a de-pathologised informed consent model of trans healthcare with no gatekeeping
4. To campaign for a de-centralised trans healthcare system so trans people do not have to travel far to centralised Gender Identity Clinics
5. To work with trans organisations in Wales to build for a local gender identity service in Wales
6. Advocate for higher funding and staffing levels (both clinical and administrative staff)
7. Lobby for a review of administrative procedures - too many letters “lost in the post”
8. Work with organisations like Action for Trans Health and the Trans Equality Legal Initiative to help advocate for the needs of trans patients.
9. Affiliate the Trans Campaign to Action for Trans Health
10. Support policies that would move towards greater patient involvement and control of trans healthcare.
11. Work with the British Medical Association, GP Federations and Clinical Commissioning Groups to ensure that GPs and secondary care providers understand that referrals to GICs/equivalents and entering into a shared care agreement is part of their primary care contract.

12. Work with the British Medical Association, GP Federations and Clinical Commissioning Groups to ensure that GPs are trained in the work of trans healthcare.

13. Lobby medical schools to include trans healthcare on the curriculum.

14. Work with groups like Sex:pression, Medsin, etc. to train healthcare students on the needs of trans patients.

15. Provide a toolkit to LGBT+ Societies and local trans campaigns on how to teach medical school students about trans healthcare.

16. Campaign for breast augmentation, facial feminisation surgery, body contouring to be included as part of core services within NHS gender identity care.

17. Request an equality impact assessment of gender care specifications to ensure that they are not transmisogynistic from NHS England, and equivalent bodies in the Nations.

18. Campaign for a higher number of sessions of epilation to be available on the NHS as part of core services.

19. Campaign for gamete storage to become a core service of the NHS gender specification, this is a reproductive justice issue.

20. Lobby the Human Embryology and Fertilisation Authority for greater training to its providers on trans issues.

21. Encourage the provision of speech and language therapy for trans patients that does not conform to ableist and classist notions of what people sound like.

22. Lobby for greater inclusion of nonbinary people’s healthcare needs as part of upcoming changes to gender care specifications.

23. Work with sexual health providers to ensure best practice on treating trans patients.

24. Lobby for hormone blockers to be provided at any age as appropriate, rather than just 16+.

25. Provide a toolkit explaining how students can navigate the trans healthcare system.

26. Organise advocacy training sessions in unions and colleges to teach trans students how to advocate for themselves and their friends within the healthcare system.

27. Offer trans training to the Patient Advice and Liaison Service.

28. To lobby for information on HIV prevention and living with HIV to be inclusive of trans people, in particular transfeminine people and trans people of colour.

29. To lobby for sexual health clinics to assess the impact of sex segregated clinics on trans and non-binary patients.

30. To lobby for counselling services at universities and colleges to be trans-inclusive.

31. To campaign for bridging prescriptions to be made more widely available to trans students who are self-medicating with third-party obtained hormones or are at risk of doing so.

All Landlords Are B______

Trans Conference Believes

1. Rents are predicted to rise by 20% over the next 5 years, whilst the number of renters will increase by 25%.

2. Student halls and private student lets are often let out at above market rents for properties which are often less than fabulous.

3. Often rents are set higher than student loans.

4. Between 2010 and 2014 alone, the social housebuilding budget was slashed from £2.3 billion to £1.1 billion, yet the government spent over £115 billion on subsidising the profits of private landlords through tax breaks, build-to-let schemes and housing benefit.

5. Trans people face higher levels of estrangement from families, and higher levels of unemployment.

6. Students in London and across the UK have been involved in successful rent strikes against dodgy landlords.

7. Trans people living in halls often feel uncomfortable with shared showers. En suite accommodation is usually more expensive, increasing costs trans people may need to pay for housing.

Trans Conference Further Believes

1. Every person should have access to safe and affordable housing.

2. That one of the most prescient sources of anxiety for trans students in halls are transphobic flatmates.
Trans Conference Resolves
1. To actively build support for student rent strikes across the country
2. To work with Student for Cooperation and other relevant organisations to organise for trans student housing cooperatives
3. Work with the Radical Housing Network and similar organisations to help challenge landlord malpractice and resist evictions
4. To provide a toolkit for SU Officers responsible for housing to facilitate Trans 101 training for students in halls.
5. To lobby for staff who work in student accommodation i.e. administrative staff, security, cleaners, resident assistants to be trained in trans-inclusion
6. Campaign for an increase in the budget for genuinely affordable social housing
7. Campaign for student halls providers to provide trans students with en suite accommodation at the same price as non-en-suite accommodation as a reasonable adjustment
8. To provide guidance to university and college accommodation services advising against trans students being placed in single sex/gender accommodation without their explicit blessing, especially if they are placed in accommodation with students of a different gender.
9. To advocate for trans and/or LGBT+ students to be given the choice of living in trans and/or LGBT+ only accommodation in university and college halls.

Ensure Campaigns Support Trans Students Who Care
Submitted by: An Individual from Durham Students Union

Trans Conference Believes
1. Over 375,000 young adults identify as having a caring role, a carer is: anyone who cares, unpaid, for a friend or family member who due to illness, disability, a mental health problem or an addiction cannot cope without their support.
2. Many young adult carers cannot access higher education despite 84% of carers expressing a wish to go, 30% of young adult carers believed their caring role could impede access and performance in higher education.
3. No reliable statistics exist on the exact number of students with caring responsibilities let alone the number of Trans students who may also care.
4. As of September 2017, students will be asked if they identify, as a carer through UCAS - this information will then be passed onto individual universities.
5. Currently 7 universities within the UK have dedicated provisions and services for carers.

Trans Conference Further Believes
1. For universities and colleges to ensure clear measures and provisions exist within the access agreement for student’s carers prior, during and at the immediate aftermath of their education. Such measures should include:
   a. Financial support.
   b. Targeted information including for student open days.
   c. Career, employment and further education (including access to higher education, postgraduate and PhD studies) guidance
   d. Mandatory training on carer awareness for teaching and support staff.
   e. Having a carer support plan.
   f. A named representative within the institution to work towards equality and diversity issues for students with caring responsibilities.
   g. For university and college unions to ensure clear and specific provision for supporting students with caring responsibilities through issues including: governance, representation, welfare and social engagement.
   h. Universities, colleges and unions should engage with organisations that support carers such as Carers Trust and engage with their campaign (Going Higher) to encourage more carers to pursue and complete further and higher education

Trans Conference Resolves
1. To action the Trans officer to conduct research into the number of Trans student carers attending UK colleges and universities.
2. To explore what provisions already exist for students with caring responsibilities within UK colleges and universities.
3. For the Trans Students Campaign to network with other liberation campaigns and NUS leadership in addressing the needs of students with caring responsibilities.
4. To recognise carers week and carers rights day within the liberation calendar.
5. To create a student with caring responsibilities caucus within the NUS Trans Students Campaign.
6. To create a toolkit with and for Students’ Unions to help them create an inclusive environment for students with caring responsibilities.
7. NUS to highlight issues, case studies and best practise in relation to students with caring responsibilities so that Students’ Unions are more likely to organise around those issues.
8. To create a student with caring responsibilities representative to sit on NUS Trans Students Campaign Committee that is to be elected by the member of the students with caring responsibilities caucus.

For a Sensible Drug Policy
Submitted by: University of Manchester Students Union

Trans Conference Believes
1. 24% of respondents to the Scottish Trans Mental Health Study said that they had taken drugs listed in the Misuse of Drugs Act.
2. Of those respondents, 5% and 18% felt their drug use was problematic or sometimes problematic respectively.
3. Testosterone preparations are listed under the Misuse of Drugs Act as a Class C drug when used without a prescription, meaning that some trans people who self medicating my face legal action.
4. Young people and students have much higher levels of drug use than their older and non-student counterparts.
5. There is very little data on trans drug use.
6. Students for Sensible Drug Policy is an organisation which campaigns for harm reduction and decriminalisation of drug use.

Trans Conference Further Believes
1. The criminalisation of drug use disproportionately harms trans communities.
2. The criminalisation of drug use is not an effective means of countering addiction or abuse within these communities.

Trans Conference Resolves
1. To commission research into trans student’s drug use.
2. To work with Students for Sensible Drug Policy to encourage harm reduction across campuses and colleges.
3. To campaign for decriminalisation of drug use.
4. To lobby Clinical Commissioning Groups, the British Medical Association, Royal Pharmaceutical Society to encourage doctors and pharmacists to carry out bridging prescriptions and to increase training on bridging medications.
5. To lobby the government for an equality impact assessment on the Misuse of Drugs Act.
Strong and Active Unions

**Educate to liberate: Creating training and educational materials**
Submitted by: Leeds Beckett Students’ Union

**Trans Conference Believes**

1. Current live policy for the LBGT+ and Trans Campaigns references ‘training’ over 60 times throughout the policy document 40.
2. Many pieces of live policy along with the NUS report ‘Education Beyond the Straight and Narrow’ recognise the importance of education and training on LGBT+ issues for spreading awareness and preventing ignorance 41 42.
3. Sex and relationship education does not include compulsory content on same-gender attraction, bisexuality (and other forms of multi-gender attraction) and ace-spec experiences.
4. Gender identity is currently not well covered, and not all aspects of gender identity and education on gender issues fit neatly under sex and relationship education.
5. Current NUS LGBT+ Resources (which includes resources for trans-inclusion) can be found on the NUS website, but NUS Connect is often difficult to navigate for visitors not used to using it.

**Trans Conference Further Believes**

1. That the ‘Campaign toolkits’ and ‘Research’ arms of the LGBT+ campaign provide a good framework on which to build such training and educational resources.
2. That any educational and training resources should be accessible and adaptable enough to be utilised in a number of different situations, from FE to HE, and from training and informing elected officers and students in general to educating workers in academic institutions.

**Trans Conference Resolves**

1. For the NUS Trans Campaign to work with the other liberation campaigns to lobby the Department of Education, large academy chains, local authorities and the National College for Teaching and Leadership to do the following:
a. Lobby for sex and relationships education in secondary schools to be inclusive of same-gender attracted people, bi and pan identities, ace-spec identities as well as being free of cissexism.
b. Lobby for PSHE classes in secondary schools to have content of different views of gender (including gendered inequalities) that are inclusive of the existence of trans people).
2. For the NUS to establish a working group to develop a set of training and education materials in relation to:
a. Healthy sex and relationships education on campus including same-gender attraction, multi-sexual attraction and ace-spec experiences and how there are specific intersections with different liberation groups.
b. The impact of gendered inequalities and different experiences of gender, which is inclusive of trans and non-binary issues.
3. For the trans officer to encourage use of these materials within the NUS’ Officer Development Programme.

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40 http://www.nusconnect.org.uk/resources/lgbt-students-campaign-live-policy-2014-17
42 http://www.nusconnect.org.uk/ winning-for-students/lgbt
For the NUS to make these materials readily available so they can be used freely by students, institutions and educators.

No Pride in the Police
Submitted by: University of Manchester Students Union

Trans Conference Believes
1. The police disproportionately target trans people, along with sex workers, working class communities and communities of colour for policing, leading to an increase in those groups in the prison population.
2. Many trans people have faced mistreatment and violence at the hands of the police.
3. The criminal justice system as currently constituted has many negative impacts on trans people, including but not limited to:
   a. Trans people being charged under the wrong names
   b. The transphobic practice of prosecuting ‘sex by deception’ when trans people do not reveal their gender assigned at birth to prospective sexual partners.
   c. The state harassment of sex workers, a group which trans people (in particular trans women) disproportionately belong to.

Trans Conferences Further Believes
1. Justice must be conceptualised as being outside the state-sanctioned criminal justice system, as the state can ‘justly’ inflict a great deal of legal harm on trans people.
2. Trans people are often the victims of hate crime. When it is reported to the police, which many trans people do not due to the chance of transphobic harassment, often it is not taken seriously.

Trans Conference Resolves
1. To not work or collaborate with the police.
2. To encourage Prides to not have a police presence as part of parades, especially Pride events organised by students unions.
3. To support and organise actions against police presence at Prides.
4. To campaign to abolish the transphobic practice of prosecuting ‘sex by deception’ cases where trans people have chosen not to reveal their birth assignment to prospective sexual partners.

Disabled Student’s Conference

Welfare and Student Rights

Stop the Privatisation of Statutory Psychiatry Services
Submitted by: University of Birmingham Guild of Students
CW: Suicide

Disabled Students Conference Notes:
1. The psychiatry service for 16-25 (up to 35 in cases involving psychosis) year olds has been privatised in Birmingham, being merged into a 0-25 service called “Forward Thinking Birmingham” (FTB).43
2. This model of psychiatric healthcare is a pilot programme which is planned to be rolled out across the UK.
3. Some of the partners involved in the service are for-profit health care providers44.
4. As of November 2016, there has been at least one suicide associated with failings from the new service, particularly their home care and crisis teams.

43 forwardthinkingbirmingham.org.uk
44 www.bch.nhs.uk/sites/bch/files/bch_public_board_papers_29.11.16_v2.pdf
5. There have been reports of people being treated as inpatients outside of the Greater Birmingham area.

6. One of the key concerns highlighted in service user feedback is that of high waiting times.

7. Issues around low-term sickness of staff members in FTB has been noted, particularly around stress related issues 45 46.

8. There has been extremely high rates of PALS (Patient Advice and Liaison Service) complaints, with a 71% increase from 12/15-12/16. There have also been multiple instances of patients being verbally abused by FTB staff because complaints have not been kept confidential47 48.

9. That there has been grassroots opposition to the process of privatisation of psychiatry services in Birmingham, both from local activists and disabled students’ groups.

Disabled Students Conference Believes:
1. The privatisation of public services is a symptom of austerity.
2. The policies of austerity are leading (directly or indirectly) to the deaths of thousands of disabled people, through benefit cuts to the privatisation of the NHS.
3. The NHS, and the services it provides, should stay in public control, and should not be privatised and outsourced to for-profit companies.
4. Statutory mental health care is a necessity to the lives of disabled students, particularly when HE and FE counselling services are underfunded and under resourced.

Disabled Students Conference Resolves:
1. That the Disabled Students’ Campaign lend its solidarity and support to the activists in Birmingham in their campaign – helping to plan and carry out actions such as lobbying MPs and forms of direct action.
2. That the Disabled Students’ Campaign be mandated to campaign to stop the introduction of similar privatised psychiatry services in other parts of the UK.
3. That the DSO works with the VP Welfare to oppose the continuing privatisation of mental health care across the UK.

Put down the magnifying glass and look at the bigger, more inclusive picture
Submitted by: Derwen College

Disabled Students Conference Notes:
1. NUS is the self-professed national voice of students, with around 600 affiliated students’ unions
2. NUS members include higher education institutions, further education institutions and apprenticeship providers. Within our members are specialist institutions including Derwen College, a specialist residential FE college for learners with learning difficulties and disabilities
3. NUS liberation campaigns are at the heart of our work, fighting for liberation from oppression
4. NUS this year has continued to develop the training programme – FE Leaders – developed specifically for learners with learning difficulties and disabilities and has made an effort to begin to address inclusive practice

Disabled Students Conference Believes:
1. Learners with learning difficulties and disabilities are entitled to a voice within our structures, entitled to have their views listened to and their voice heard
2. NUS prides itself on access awareness, but, despite some raised awareness, still falls short for learners with learning difficulties and disabilities. Our campaigns and national conference remain inaccessible to this group

3. NUS has a continuing duty to ensure that all members are able to understand processes, to make an informed decision and choice. However, if learners with learning difficulties and disabilities cannot understand or interpret the information provided by NUS, then this is a barrier to participation.

4. Learners with learning difficulties and disabilities are very limited in their choices for further education, and it is essential that their rights are promoted, defended and extended.

5. Whilst some valuable work has been ongoing within NUS on addressing accessibility issues for this group of learners a more dedicated and consistent programme of training and a considerable organisation wide cultural shift is required.

Disabled Students Conference Resolves:
1. To further develop, maintain and deliver the FE Leaders programme developed specifically for learners with learning difficulties and disabilities.
2. A further call for the VPFE and VPUD to work with the Disabled Students’ Officer to review NUS information, seek and undertake relevant training and produce accessible versions.
3. A further call for the NUS Disabled Officer, VPFE and VPUD to visit Derwen College Students’ Union and other specialist providers to gain an understanding of how specialist colleges function to ensure that training is relevant to need.

Nationwide student survey into mental health
Submitted by: University of Essex Students' Union

Disabled Students Conference Believes:
1. The number of students experiencing mental health problems has grown over the last decade.
2. In 2013, NUS found 20% of students in higher education considered themselves to have a mental health problem, while 13% reported that they have suicidal thoughts.
3. 78% of respondents in further education said they believe they have experienced mental health problems in the last year, (whether diagnosed or undiagnosed).
4. NUS research has shown course deadlines, exams and financial difficulties are key triggers of mental distress.
5. Mental health problems can be a contributing factor to students not completing their studies.
6. Mental health and suicide provision needs to be a high priority of this government.

Disabled Students Conference Resolves:
1. To carry out a national survey on mental health in students so that we can hear from them what they would like support in.
2. To provide activists guidance on how to lobby their institution for increased counselling provision.
3. To work with Universities to expand pre-existing mental health campaigns so that they are intersectional and reach more students.
4. To work with the VP FE and National Society of Apprentices to ensure that the survey reaches all Unions.

Mandatory Provision of Dyslexia Screenings
Submitted by: Leeds Beckett Students’ Union

Disabled Students Conference Notes:
1. In the UK it is estimated that 10% of the population are dyslexic.

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49 Mental Distress Survey Overview

50 Mental Distress Survey Overview

51 Mental Distress Survey Overview

52 About The British Dyslexia Association: http://www.bdadyslexia.org.uk/about
2. An estimated 4% of students enrolled at all higher educational levels (including undergraduate and postgraduate) had Specific Learning Difficulties in the 2011–2012 academic school year (SpLDs being the umbrella term for Dyslexia, Dyspraxia / DCD, Dyscalculia, A.D.D / A.D.H.D)\textsuperscript{53}. Many students are not included in the statistics because they have not been assessed.

3. Although students with dyslexia are entitled to the Disabled Student Allowance (DSA) they are required to complete an assessment with a specialist teacher or an educational psychologist first. This can cost up to £600 and the student is often expected to contribute to or pay the entire cost for this\textsuperscript{54}.

**Disabled Students Conference Believes:**

1. There may be many students who are struggling with undiagnosed dyslexia without the means to access an initial screening or further support.

2. It is unreasonable to ask disabled students, who are already likely to have little money, to pay in order to receive assistance with a learning disability.

**Disabled Students Conference Resolves:**

1. The NUS Disabled Students Campaign is to lobby universities and the government to make the provision of dyslexia screenings mandatory for Higher and Further Education institutions.

2. The NUS Disabled Students Campaign is to lobby universities and the government to provide financial assistance towards Full Diagnostic Assessments.

**Students Deserve Better Doctor’s Notes**

Submitted by: Leeds Beckett Students Union

**Disabled Students Conference Notes:**

1. Students with Disabilities are more likely to have to engage health services, with people with disabilities making up around one third of NHS users\textsuperscript{55}. This means they are more likely to engage with mitigating circumstances procedures.

2. A ‘fit note’ is used to provide evidence of a patient’s condition and the advice the doctor has given them and is provided free of charge. Currently employees must give their employer a doctor’s ‘fit note’ if they’re off sick for more than 7 days in a row\textsuperscript{56}.

3. Students who are going through mitigation are often required to obtain a doctor’s letter or health records, which is charged for. Sometimes a simple ‘fit note’ is more appropriate and free.

4. Currently there is a large disparity in the level and quality of information being provided for students as evidence for mitigation.

5. For a copy of health records on a computer, GPs can charge a maximum of £10; for hand written and computer records they can charge a maximum of £50\textsuperscript{57}.

**Disabled Students Conference Believes:**

1. That if fit notes for employers are free, then medical notes for educational institutions should also be free.

2. That there is not enough government regulation on these fees, and doctors have the freedom to choose what they charge.

3. That students already face a struggle to balance finances with studies – this is particularly difficult for disabled students who may be unable to work.

4. Disabled students are disproportionately affected as they may require mitigation more often; if they are required to provide a doctor’s letter every time then the costs would add up.

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\textsuperscript{53} Higher Education Statistics Agency [HESA] 2011/12 first year students by disability: https://www.hesa.ac.uk/data-and-analysis/publications/students-2011-12

\textsuperscript{54} Assessments: http://www.bdadyslexia.org.uk/services/assessments

\textsuperscript{55} Doncaster and Bassetlaw hospitals, Disability equality Scheme 2009-20012, (Providing a Context, p.7). Online, Available at: http://www.dbh.nhs.uk/Library/HR_training/Disability%20Equality%20Scheme%202009-2012.pdf

\textsuperscript{56} When do I need a fit note?: http://www.nhs.uk/chq/pages/1062.aspx

\textsuperscript{57} What are the fees for accessing medical records (health records?)? http://www.nhs.uk/chq/Pages/2635.aspx?CategoryID=68&SubCategoryID=160
5. People with long-term fluctuating medical conditions that they have learnt to manage themselves may not require the attention of a doctor every time their condition worsens. It is unreasonable to expect someone who is not well enough to attend university or meet deadlines to be able to go to the doctor just to get evidence.

6. That it is immoral for a doctor to charge an unwell person for a note simply so that they can get an exam or coursework extension or deferral.

Disabled Students Conference Resolves:
1. For the NUS Disabled Students Campaign to lobby universities to accept ‘fit notes’ when appropriate instead of expensive medical notes.
2. For the NUS Disabled Students Campaign to lobby universities to provide funding / reimbursement to students who have no other option but to pay for a doctor’s letter.
3. For the NUS Disabled Students Campaign to lobby universities to allow students with a disability or a long-term medical condition to request mitigation without the need for evidence for every individual instance.
4. For the NUS Disabled Students Campaign to campaign for the government to abolish or lower charges for students who need medical notes and to develop a set of standard guidelines to ensure all medical notes are of the same quality.

Sexual and Domestic Violence
Submitted by: NUS Disabled Student Campaign

CW: This motion contains statistics of how prominent sexual and domestic violence is within the disabled community. This motion only will include phrases domestic/sexual/physical violence or abuse and stalking.

Disabled Students Conference Notes:
1. Disabled people experience disproportionately higher rates of domestic abuse58.
2. More than one in three people with mental health conditions have experiencing domestic abuse in the past year and one in 20 people with mental health conditions have experienced sexual violence in the past year59.
3. In England, disabled people experience twice the rate of sexual assault, domestic abuse and stalking than non-disabled people60.
4. Adults with disabilities are 1.5 times more likely to be a victim of violence than those without a disability, while those with mental health conditions are at nearly four times the risk of experiencing violence61.
5. Disability is one of the characteristics most closely associated with domestic abuse62.
6. That a loophole in legislation exists than allows carers to abuse the person under their care, for example not allowing Trans disabled people to transition, sexual abuse of learning disabled people63.

63 The Mental Capacity Act outlines that carers must act in the “best interests” of those they care for, but this can be influenced by prejudice and allow the abuse of service users.
Disabled Students Conference Believes:
1. Disabled people are disproportionately vulnerable to violence and our needs have been neglected for too long.
2. There are barriers to disabled students accessing support in ability to access services, accessibility of reporting structures and stigma relating to disability and mental illness.

Disabled Students Conference Resolves:
1. To create resources for disabled student officers to help support students who may have experienced domestic and/or sexual violence.
2. To work with other third party organisations such as Disabled Survivors Unite and Winvisible and other DPOs.

Strong and Active Unions

Disabled Students and Accessibility at NUS Demonstrations
Submitted by: University of Birmingham Guild of Students

Disabled Students Conference Notes:
1. In previous years, disabled students have faced barriers in getting to, or otherwise participating in demonstrations called by the NUS.
2. The NUS has a commitment to accessibility and against disability discrimination, not just at democratic events, but in all their forms of protest and lobbying.\(^{64}\)
3. The #Wecantmarch hashtag used to highlight the problems disabled people faced in being included in direct action, with ways to make direct action more accessible.\(^{65}\)

Disabled Students Conference Believes:
1) DSC has current policy on the importance of free, funded and accessible education.\(^{66}\)
2) DSC also has policy which calls “for a campaign of escalating direct action with the goal of preventing these cuts” regarding Conservative cuts and their austerity programme.\(^{67}\)
3) The barriers faced by disabled students in getting to and participating in the demonstrations can include:
   (a) Inaccessible/expensive transport
   (b) Inaccessible routes
   (c) Non-disabled students telling them they are “too disabled” to go/be useful
   (d) A lack of tasks or activities available/advertised to disabled students making them feel they do not have a valuable role within our movement
4) Despite these barriers, disabled students have gone on demonstrations and this should be facilitated.
5) Disabled students who can’t march can take part in a wide range of other activities leading up to, and on the day. Such as: arrestee support, graphic design, press work etc.

Disabled Students Conference Resolves:
1. DSC should send out to SUs information about why it is important disabled students are involved in NUS demonstrations, and how to put in measures to ensure disabled student’s involvement.
2. That there are certain requirements for any route chosen, which include:
   a) Stewards are clearly marked by wearing florescent bibs.

\(^{65}\) anticuts.com/2015/05/25/wecantmarch-on-may-27th-wecantmarch.wordpress.com/2015/05/11/what-is-wecantmarch
AWSAccessKeyId=AKIAJKEA56ZWKFU6MHQ&Expires=1472143894&Signature=918fEqhHLa%2Bkhzzs%2BcGPaab%2FY3A%3D, Motions from 2015, 102+103
\(^{67}\) Ibid from point 1, Motions from 2015, Emergency Motion: From Election to Austerity
b) Stewards are to be trained and able to inform/direct on:
   I. Accessible toilets at the start of the march, and along the route.
   II. Dropped curbs at the start and end of the route and where the leaving points are.
   III. Leaving points marked by stewards allowing people to leave.

c) The first bloc on any demonstration should be the Disabled Students’ Bloc, so they are able to set the pace of the demonstration.

d) That there be an accessible area for disabled people to listen to speakers during rallies, and that the stage itself is accessible.

3. That there be an accessibility sub-committee for the planning of the NUS demos, in regard to the march and the route itself. This committee should be made up of the DSO and at least 2 other people from the Disabled Student’s Committee, so that people with different impairments are consulted.

4. That a “Demo HQ” be set up and facilitated by the NUS, along with the Disabled Students’ Campaign, so that students who can’t march can still participate in demonstrations, doing tasks that are essential to direct action.

Clear Accessibility information available for Student Union events
Submitted by: Leeds University Union

Disabled Students Conference Believes:
1. Accessibility information for union events nationwide are generally not available in a clear and accessible way. The lack of information regarding accessibility, particularly with the use of smoke machines and flashing lights, is endangering the lives of students with respiratory problems or photosensitive epilepsy.

2. The lack of accessibility information on event webpages can result in disabled students feeling excluded from all events or putting themselves in unnecessary danger. Unions don’t understand the gravity of this problem and how easy it would be to solve it.

Disabled Students Conference Resolves:
1. NUS Disabled Students Campaign should publish clear guidelines facilitating Student Unions putting on accessible events, with an emphasis on making information about the use of smoke machines and strobe lighting available on online events pages in a way that is straight-forward, reliable and easy to access.

Rules Revision

Make NUS Events Accessible to Disabled Students
Submitted by: Durham Students Union

Disabled Students Conference Notes:
1. Access needs of disabled students are disregarded/overlooked in terms of conference member behaviour and NUS structures.

2. Safety and wellbeing of disabled students is compromised.

Disabled Students Conference Believes:
1. Lack of accessibility within NUS is a huge barrier to participation of disabled students as the diversity of students’ disabilities is not taken into consideration.

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68 In the NUS 2014 governance review it stated that the most common reason for lack of attendance at DSC was the inaccessibility of going alone and we would stipulate that this is a barrier to attendance at all NUS events.
2. Members of conference are consistently violating the code of conduct through ableist\textsuperscript{69} behaviours with no repercussions\textsuperscript{70}.
3. The culture surrounding disabled students and their access needs will not improve unless there is an active move to take disciplinary action against individuals breaking the code of conduct with regards to safety and inclusion of disabled students.
4. The failure of NUS to its disabled members is in direct contrast to the core value of NUS.
5. Lack of thorough vetting of venues for its accessibility exemplifies NUS’s lack of commitment to its disabled members.

**Disabled Students Conference Resolves:**
1. To allow disabled student to bring enablers to all NUS DSC events\textsuperscript{71}.
2. Ensure access breaks, lunch breaks and food for all dietary requirements provided at all DSC events
3. Ensure an accessible registration queue is available at disabled students conferences, and to make delegates aware of this
4. To reinforce to all delegates the requirement for adhering to practices to ensure committee meetings/disabled students conference are accessible to all, including;
   a. Reduced cheering or unnecessary loud noises on conference floor, including whooping and clapping
   b. Consequences for those who ignore this requirement
5. For NUS to evaluate whether it’s practices make events inaccessible, including:
   a. No food suitable for those with dietary requirements
   b. Long days affecting those with chronic illness causing physical symptoms
   c. Unfulfilled access needs
   d. Unsuitable accommodation
   e. Lack of publicity for accessible check ins
6. To actively implement consequences for individuals breaking accessibility practices
7. To ensure all DSC videos have audio captions and British Sign Language
8. Accountability questions are put on the projector in rounds of 3 and alternative formats provided for those with visual impairments or learning differences.
9. To ensure microphones be used at all times at disabled students conference
10. To ensure that accommodation for each conference/meeting;
   a. Meets accessibility standards
   b. Where possible, that delegates requiring an accessible room are not isolated from the rest of delegates and are close to the conference/meeting venue
11. For DSC to work with elections committee to advise the chief returning officer on setting and enforcing guidelines for campaign teams, including;
   a. areas they are not allowed to campaign in
   b. receiving consent before giving out material to delegates
12. For DSC to work with elections committee to advise the chief returning officer and to include all liberation campaigns and sections in how to make election procedures and conduct more inclusive and accessible.
13. To seek feedback on accessibility of events.

**Give Nations the Vote We All Thought They Had**
Submitted by: NUS Disabled Students Committee

**Disabled Students Conference Notes:**
1. The Nations are integral parts of NUS Disabled Students’ Campaign
2. Representation is key in all the work we do
3. Nations Officers are vital in the work NUS DSC does

\textsuperscript{69}www.stopableism.org/what.asp
\textsuperscript{70}NUS code of conduct states that discipline action may take place if there is a breach, which includes: “Acting without due regard for the safety of others; and infringement of equal opportunities, safe space, safeguarding, no platform or staff protocol policy”. The open letter above outlines examples of breaches at national conference specifically.
\textsuperscript{71}Disabled students have been refused enablers at a number of NUS events including NEC and liberation campaign committee meetings.
Disabled Students Conference Believes:
1. Nations’ Disabled Student Officers should be full voting committee members of NUS Disabled Students’ Campaign.
2. NUS DSC Standing orders should be updated and changed to reflect this.

Disabled Students Conference Resolves:
1. To change DSC Standing Order 101 Part D “The Disabled Student Officers for each of the nations; Scotland, Wales and Northern Ireland will act as observers for the nations they represent on NUS Disabled Students Committee.”

To:
“The Disabled Student Officers for each of the nations; Scotland, Wales and Northern Ireland will be full voting members for the nations they represent on NUS Disabled Students Committee”

Society and Citizenship

Support for disabled students entering the workplace
Submitted by: University of Essex Students Union

Disabled Students Conference Believes:
1. There is a lack of support and information available to help disabled students who are entering the workplace
2. Disabled students often find it harder to find employment after leaving education
3. Many interview processes make it challenging for some disabled students to demonstrate their abilities effectively.

Disabled Students Conference Resolves:
1. For the Disabled Students Campaign to work with charities like project 100 to support disabled students to make the best applications they can.
2. For the Disabled Students Campaign to lobby the government to put more programmes of support in place for disabled students who are entering the workplace
3. For the Disabled Students Campaign to lobby big companies and corporate organisations to adopt straight to interview programmes for disabled students to make the process fairer
4. For NUS Disabled Students Campaign to create a series of guidelines for placement officers/career services on how to provide support, run services and give information specifically tailored to disabled students applying, interviewing and going on placements.

Disability and Sex and Relationship Education
Submitted by: NUS Disabled Students Committee

Disabled Students Conference Notes:
1. Sex and Relationships Education (SRE) is an essential part of education and development.
2. Disabled people can have fulfilling sexual and romantic relationships.

Disabled Students Conference Believes:
1. People with developmental, social or intellectual disabilities have less (if any) access to SRE than non-disabled peers.
2. That inclusive SRE is something that all unions should be providing.
3. Access to inclusive SRE for disabled people is further impacted by their intersections such as being LGBT+, Black, Trans, a student of faith
4. Due to de-sexualisation of disabled people and exclusion from SRE, it is an area poorly researched
5. Over 50% of people with a disability do not have any sexual relationship at all
Disabled Students Conference Resolves:
1. NUS DSC will provide information to unions on how to advise disabled students on matters relating to sex and relationships (such as the existence of adaptive equipment).
2. NUS DSC to create resources on educating student carers or service users (whether under social care or cared for by family/friends) on the legalities surrounding carers and sex, with specific emphasis on rights of LGBT+ and Trans service users
3. NUS DSC to ensure that the work of other campaigns are doing on SRE are disability inclusive
4. NUS DSC to be open to working with 3rd parties i.e. Sexpression in promoting DSRE (Disabled Sex and Relationships Education)
5. NUS DSC to encourage NUS Extra to work with companies such as Lovehoney who sell adaptive equipment enabling mobility impaired people to have fulfilling sexual relationships.

Education

Make Course Assessments Accessible for Everyone
Submitted by: NUS Disabled Students Committee

Disabled Students Conference Notes:
1. The disabling impact of current assessment methods means that disabled students cannot fully access their courses in the same way as their non-disabled peers and that courses do not meet with the Equality Act 2010’s guidelines of reasonable adjustments. (Novotney 2014)
2. That assessments which do not work for students can have a negative effect on academic performance and health (DRUK, 2017).
3. Some Courses/Modules offer a single point of assessment for students (Glasgow University 2016).
4. Prescriptive assessment dates and multiple assessment dates close together (Durham University 2017) can impact on the mental and physical health of students, especially disabled students, and also not fit around existing health needs/medical appointments (Novotney, 2014).
5. That the main motion makes important points regarding the accessibility of assessments in general but fails to recognise that for many courses, especially in FE, institutions do not have the final say on the assessment methods used as they are more likely to be bound by certifying boards, professional bodies and government.
6. There are a wide variety of adaptations and systems for accessing these adaptations from institution to institution which can, in itself, be inaccessible to students as they transition to different institutions and have to relearn systems.

Disabled Students Conference Believes:
1. Those on courses/modules with one point of assessment consequently have no other opportunities to rectify their marks if their performance is affected because of illness due to no resits/other assessments.
2. Assessments on courses and modules should be used to measure the knowledge and understanding of course content rather than how a student can present it. As such, the method of assessment should not matter if the aims of the module and/or assessment are being met.
3. Students should be able to choose from a variety of assessment formats with regards to how they are assessed and institutions should provide this option to the level of standard.
4. Universities are not making 'reasonable adjustments' with regards to assessments and are therefore breaking the guidelines of the Equality Act 2010.
5. Mitigating/Extenuating Circumstances (M/EC) for disabled students should be easier to apply for, as access needs of disabled students either do not change or worsen, however medical evidence is still required, you can only apply, if you fail, complicated by the presence of a “Student Support Plan”.
6. 'Accessible Assessments’ should be a universal process.
7. In order to make assessment truly inclusive the Disabled Students Campaign must work on a national level to persuade government departments, professional bodies and qualification providers to improve and standardise their rules around assessments and provision of adaptations.
Disabled Students Conference Resolves:
1. For NUS Disabled Students Campaign to work with VPs Welfare, FE, HE to create a campaign for ‘accessible assessments’.
2. For NUS Disabled Students Campaign to collect case studies of students who have both benefitted from having the choice of how they are assessed and also of those who have had their studies affected by prescribed assessments, single assessment points, or no re-sits.
3. For NUS Disabled Students Campaign to create a campaign toolkit which can be distributed to unions in order to build this campaign.
4. For NUS Disabled Students Campaign to carry out research into the impact of single point of assessment/no re-sits/assessment dates and times/prescribed assessment methods on courses to gain a better insight of its impact.
5. For NUS Disabled Students Campaign to create a set of guidelines highlighting inclusive practice for all new courses/modules as well as reviews on current courses/modules at all institutions.
6. For NUS Disabled Students Campaign to encourage unions to hold institutions to account when ‘accessible assessment’ methods are not upheld.
7. For NUS Disabled Students Campaign to create a set of guidelines highlighting inclusive practice for all new courses/modules as well as reviews on current courses/modules at all institutions.
8. To use the evidence gathered in CR2 of the motion to lobby and work with relevant bodies, groups and government departments to create standardised best practice on diversifying assessment methods and the processes for students to access these processes that balances the need for rigour and preserving/developing standards with fairness, accessibility and transparency.

Emergency Motions

Emergency Motion 1: NUS Volunteers Should be Allowed Enablers

Disabled Students Conference Believes
1. In prior years, NUS Group volunteers at NEC, National Conference, liberation and sections conferences and committee meetings have been allowed enablers if they required them.
2. Some NUS Group volunteers (on committees and steering) have been told they are not allowed to take enablers to NEC and National Conference due to the “Access Budget” not being able to afford it.
3. It is not clear where this change in policy has been made, or whether it was passed democratically.
4. At least one volunteer had to go to A&E after an NUS event where they were not allowed to take an enabler, due to the amount of stress and pain they were in.
5. Under the Equalities Act 2010, volunteers for an organisation must be granted reasonable adjustments in the case of disability.

Disabled Students Conference Further Believes:
1. Disabled students should be able to participate in NUS democracy and events to the same degree as their non-disabled counterparts.
2. NUS should uphold its responsibilities under the Equalities Act 2010, including but not limited to reasonable adjustments such as enablers for disabled NUS Group volunteers.

Disabled Students Conference Resolves
1. To mandate the Officer to lobby for all disabled NUS Group volunteers should be entitled to have an enabler for NUS democratic events.
2. To mandate the Officer to lobby for the NUS “Access Budget” to be expanded to account for any enablers a disabled student may need.
3. To mandate the NUS Disabled Students’ Committee to further the aims of this motion and seek to make it policy across the NUS Group.
Emergency Motion 2: #SaveKelechi

Disabled Conference Believes:

1. Kelechi Chioba is a young woman, and keen volunteer for the National Union of Students (NUS) Disabled Students Campaign and Black Students Campaign.
2. She is currently placed in home office accommodation in Derby who has asked for asylum on the grounds that she fears ill treatment from her parents and family members in Nigeria because of her disability.
3. Kelechi suffers from polio, is wheelchair bound and suffers from mental health problems. In Nigeria, she is regarded as a curse and a source of shame upon her family, due to her disability. She has suffered severe abuse at the hands of her family, including verbal abuse, beatings and attempts to end her life.
4. She came to study in the UK as a postgraduate student, having paid for her visa and fees herself through work. She was sexually abused in the workplace, which led to her attempting suicide in desperation.
5. She came to the UK to escape the abuse, her mental health and disability worsened. Her brother and sister, who arrived in the UK before her have been caring for her, however she fears that returning to Nigeria would mean they would succumb again to the societal pressures and strong influence of culture and kinship in Nigeria that discriminates against disabled individuals.
6. Having to cover the costs of the wheelchair herself, financial hardship meant she could not complete her course. This made it impossible to apply for extra leave when her student visa ran out. Seeking help from the advice bureau on how to remain permanently, they told her she would need to give up her student status and make a fresh application that would now need to be made from Nigeria.
7. Kelechi made a human rights’ appeal for her case for fear of prosecution and discrimination, which was rejected by the Home Office.

Disabled Students Conference Further Believes:

1. It is a human right that no one shall be subject to torture or inhuman treatment, and that everybody's life should be protected by law.
2. It is reprehensible that the government can say 'there was nothing sufficiently serious in the family or private life circumstances that could possibly outweigh the need for immigration controls to be enforced'.
3. If she returns, Kelechi fears that she will face further abuse, and be put in a psychiatric home. Having witnessed patients in psychiatric care being chained up and forced to take medication, she fears for her life.
4. We should not have an immigration system which devalues the lives of those facing oppression such as Kelechi. We have an urgent responsibility, as one of the world's richest nations, to ensure that those fleeing oppression and discrimination wherever they come from, get the same right to a quality of life in the UK as any UK citizen.
5. Whilst in the UK, despite disability and difficulty, Kelechi has worked and volunteered to better the lives of others and it is shameful that the UK government refuses to protect her from the oppression she unfairly receives because of how and where she was born.

Disabled Students Conference Resolves:

1. To mandate the Officer to write to Home Secretary and the Home Affairs team, demanding a meeting on Kelechi’s case.
2. To mandate the Officer to ask all NUS Officers write to the Home Secretary in support of Kelechi’s asylum application.
3. To mandate Committee to promote the fundraising and petition websites in support of Kelechi, by sharing on social media and circulating in the NUS jiscmail lists.
4. To reaffirm our support for migrants’ rights, against borders, and for an end to cruel detention and deportation policies
5. To extend our solidarity with Kelechi, and all those in detention and facing threats of deportation.
LGBT+ Conference 2018

Education

Ally Networks are Not the Answer

LGBT+ Conference Believes
1. Universities across the country have introduced Ally staff networks to provide 'Support' for LGBT+ staff and students and to help 'feel included and accepted, standing up for and championing LGBT+ equality'
2. Furthermore, these networks are created with an opt-in system, for staff to choose to be 'tolerant' of LGBT+ people and to choose to stand against LGBT+phobia where they see it.

LGBT+ Conference Further Believes
1. These networks are often created by people usually the LGBT+ champion who isn't LGBT+ usually with little input from LGBT+ staff and students and with big launch events
2. Staff in student's unions are also part of the schemes which consist of just simply signing a form to say you want to be an Ally with no actual training or education.
3. Networks encourage allies to 'Show visible support that you are an ally' usually by wearing a rainbow badge or lanyard
4. These networks are not putting LGBT+ issues at the front of university problems and instead, putting LGBT+ voices to the back of the room they focus on helping Non-LGBT+ people.
5. Many universities are creating Ally networks to improve Stonewall.
6. Universities should be educating and training staff to understand LGBT+ issues, but this can be done without creating a Non-LGBT+ group to tackle the issues.
7. A lot of money and time is being spent on creating allies' networks instead of using the money and resources to educate staff and/or using the money to support activism done by LGBT+ staff and student groups.

LGBT+ Conference Resolves
1. NUS LGBT+ campaign to discourage universities from the creation of Allies networks
2. For NUS LGBT+ campaign to encourage universities and Student unions to pay LGBT+ people to give training to staff on LGBT+ issues
3. NUS LGBT+ campaign to create an alternate checklist for SU's, universities and colleges on how to be more inclusive of LGBT+ people

UCAS to provide additional gender options

LGBT+ Conference Believes
1. That work has been done by previous NUS LGBT+ Officers to change the way that UCAS asks for and records data on gender identity.
2. That while there was work done by NUS and the Non-Binary Inclusion Project, UCAS Apply still has a drop-down menu with two genders: Male or Female.
3. They also ask if you identify as Transgender on some of their applications, but do not include this on the Teacher Training application for 2018.
4. There has been confusion from students who identify as Trans as to whether they should use the gender they were assigned at birth on their UCAS application, or the one that they identify as.
5. There is no option for students who are Non-Binary, genderqueer, gender-fluid, Intersex, or have another gender identity to provide this when registering for UCAS.
6. There has been confusion from students who identify as Trans as to whether they should use the gender they were assigned at birth on their UCAS application, or the one that they identify as.
7. There is no option for students who are Non-Binary, genderqueer, gender-fluid, Intersex, or have another gender identity.
8. Guidance from the Equality Challenge Unit (ECU) on how to record gender recommend that the options ‘other’ and ‘prefer not to say’ should be included as this “will allow anyone who associates with terms including intersex, androgyne, intergender, ambigender, gender fluid, polygender and genderqueer to complete the question.”

9. That the above guidance is supported by the Higher Education Statistics Agency (HESA).

**LGBT+ Conference Further Believes**
1. That UCAS should provide a ‘prefer not to say’ and an ‘other’ option and open text-box for students to write-in their gender identity, as advised by the Non-Binary Inclusion Project and HESA.

**LGBT+ Conference Resolves**
1. To re-engage with UCAS and lobby them to change the way that they ask for and record gender-identity.
2. To lobby for higher education institutions that haven’t to update to the HESA guidelines in order to handle this data appropriately.

**Foucault Slept with Dudes**

**LGBT+ Conference Believes**
1. Although our campaign must continue to stand firmly against the marketisation of our institutions and a system that allows the most marginalised students to be priced out of education, the movement for free education is about more than scrapping fees.
2. When talking about our vision for free education, we also need to discuss creating a liberated education system and curriculum across further and higher education.
3. The LGBT+ identities of key contributors to academia are often erased, but should be celebrated as a means of empowering LGBT+ students to feel represented in their subject area. Additionally, the queer identity of academic figures can be useful in contextualising their ideas.
4. Representation is not trickle-down, but the positive implications of having a curriculum and reading list that represent the diversity of the student population is a positive step towards a fair and liberated education system.

**LGBT+ Conference Further Believes**
1. Challenging the presumed heterosexuality and gender of academic contributors within our learning spaces should be an active part of our work towards a liberated and free education.
2. There is currently next to no content on trans people’s needs and LGBT+ specific sexual health on medicine courses, furthering our healthcare inequality through systematic erasure.
3. The majority of social sciences departments are behind when it comes to areas of study that are relevant to trans issues in particular. Outdated and often harmful understandings of gender are taught as fact, not only continuing the cycle of transphobic misinformation but also legitimising these ideas as academically sound and justified.
4. The marketisation of education is linked to the closure of less profitable courses and modules which disproportionally covers those that are LGBT+ relevant, such as Gender Studies.

**LGBT+ Conference Resolves**
1. To mandate the LGBT+ officers to work with Vice Presidents of Higher and Further education on challenging the erasure of LGBT+ academic contributions, the closure of LGBT+ relevant courses and modules, and instances of homophobic and transphobic misinformation and erasure in the curriculum.
2. To continue to oppose the marketisation of education through supporting union campaigns to boycott the National Student Survey, oppose campus cuts and fees, and engage in actions of solidarity when university staff take industrial action that align with our vision for free education.
3. To lobby for LGBT+ inclusion and competency within all courses, but particularly medical courses, advocating for trans 101 workshops on campus specifically aimed at bridging the gap between our community’s needs and the curriculum content that fails us.
We're Bringing Sex Ed Back

LGBT+ Conference Believes
1. Chemsex (the practice of engaging in sexual activity in conjunction with substances such as meth, GHB and mephedrone) is increasingly common, especially in urban areas. Primarily engaged in by LGBT+ people, chemsex can facilitate risky sexual behaviour that is likely to have negative health implications.
2. Sex education and the provision of sexual health services within education is often very poor and rarely addresses the needs of LGBT+ people.
3. Stigma and a lack of readily available and relevant resources enforce unhealthy habits relating to sex and relationships within our community.
4. Trans people in particular face barriers when accessing sexual health services due to the intensely cissexist nature of services available, and are likely to avoid accessing services and getting tested altogether.
5. SUs often provide sexual health services but these are often limited, and sometimes aren’t LGBT+ and trans inclusive.
6. Universities that state they are committed to protecting the welfare of their students should extend this to include pastoral sexual health services.

LGBT+ Conference Further Believes
1. Sex Education for LGBT+ people needs to go further than applying mainstream sex education to an LGBT+ context, and instead needs to address relevant topics such as chemsex, HIV prevention and treatment, gender dysphoria, saunas as well as the fact that many LGBT+ people do not desire sex.
2. Sex education should be non-stigmatising, non-pathologising, and not sensationalist in its approach.
3. Positivity about sex and relationships often erases asexual and aromantic-spectrum experiences, but sex and relationship education is not inherently harmful to ace or aro people. Some ace and aro people do engage in sex and resources should acknowledge this.

LGBT+ Conference Resolves
1. To work with Sexpression, the national organisation that works to improve young people’s understanding of sex and relationships, on distributing LGBT+ specific sexual health materials and training to students’ union services.
2. To encourage LGBT+ groups and societies to challenge the stigma surrounding sexual health testing by organising events on campuses and communities, working with appropriate organisations such as The LGBT Foundation.
3. To encourage discussion on campuses surrounding the lack of LGBT+ specific education on identifying unhealthy behaviours within both sexual and romantic relationships.
4. To push for universities to provide competent LGBT-inclusive sexual health services under pastoral duties.
5. To advocate for sexual health workshops and testing sessions for specific groups such as trans people which are needed to address sexual health issues in the trans community.
Society & Citizenship

Commonwealth Decriminalisation Campaign

LGBT+ Conference Believes:
1. That NUS should be representative of its international students and be mindful of institutional and historical connections, which makes the upcoming Commonwealth Heads of Government meeting relevant to the Society & Citizenship remit.

LGBT+ Conference Further Believes
1. That 36 out of 52 Commonwealth countries currently punish same-sex activity
2. There is a meeting scheduled for April 2018 which all Commonwealth leaders will attend
3. It is imperative for NUS LGBT+ Campaign to be actively involved in amplifying the voices of international students who are affected by this prejudicial policy.

LGBT+ Conference Resolves
1. To actively support the campaign currently being spearheaded by the grassroots Commonwealth Equality Network
2. To push for decriminalisation and decolonisation by attending demonstrations and rallies, and signing petitions
3. To actively promote LGBT+ welfare in its international student body, including providing means for closeted students to safely engage in the wider LGBT+ network of the NUS
4. To promote awareness of the history of criminalisation in order to counter xenophobic backlash against involvement with an international body like the Commonwealth

Supporting Students Who Are Unable to Come Out

LGBT+ Conference Believes:
1. That a narrative is present on campuses that encourages all LGBT+ students to come out.
2. That often a student’s circumstances mean that coming out as LGBT+ might not be their safest option.
3. That there is a lack of support for students who do not feel able to come out as LGBT+.
4. That the current political climate and debate around LGBT+ issues has made it harder to come out as LGBT+.
5. That some international students might encounter different barriers regarding laws when coming out, and that some activists are not considerate of these difficulties.
6. That youth homelessness disproportionately affects LGBT+ people, and is linked to estrangement after coming out.

LGBT+ Conference Further Believes
1. That some LGBT+ spaces might not be welcoming to students who do not feel able to, for whatever reason, disclose any aspect of their identity.
2. That some students who are unwilling to disclose aspects of their identity can feel alienated from campaigns that are meant to represent them.
3. That many students identify as an ally before coming out themselves.

LGBT+ Conference Resolves
1. To create a toolkit that is accessible to LGBT+ activists in higher and further education institutions with guidelines on how to be more inclusive to those who are unable to, for whatever reason, come out as LGBT+.
2. To liaise with HE/FE institutions to ensure that National Coming Out Day doesn’t pressure students into coming out when it might not be best for them to do so.
3. To encourage LGBT+ groups of constituent members to be inclusive to allies and to not make assumptions regarding anyone’s identity.
4. That the exclusion of allies could mean LGBT+ students who require more support do not receive this assistance.

Supporting the Decriminalisation of Sex Work

LGBT+ Conference believes:
1. Sex work refers (but not limited) to escorting, lap dancing, stripping, pole dancing, pornography, webcaming, adult modelling, phone sex, and selling sex.
2. The current regime of austerity, and cuts to services and support have disproportionately affect trans women, trans migrants and trans people of colour.
3. Whilst sex work is not illegal in the UK it is still criminalised, sex workers who work on the street can be picked up on soliciting or anti-social behavioural order charges, and sex workers who work together indoors for safety can be charged with brothel keeping.
4. The rise in living costs, debt, the increase in tuition fees, and the slashing of benefits for disabled people, it is highly likely that some students do sex work alongside their studies in order to get from month to month.
5. Regardless of the reasons for entering into sex work, sex workers of all backgrounds deserve to have their rights protected.
6. The Student Sex Worker Project shows us that at least one in twenty students have engaged in sex work.
7. Transgender Europe’s recent report declares that 88% of murdered trans people in Europe are sex workers.

LGBT+ Conference further believes:
1. The pushes for legislation which would criminalise the purchase of sex (and introduce what is known as the ‘Nordic Model’) are often spearheaded by anti-choice, anti-LGBT+, right-wing fundamentalists and radical exclusionary feminists.
2. Often, legislation of this kind is brought forward in the name of anti-trafficking programmes, when in reality they are laws which aim to control what people can and can’t do with their own bodies, combined with dangerous anti-immigration initiatives.
3. Criminalising the purchase of sex puts sex workers, especially those who work on the street, in danger.
4. Decriminalisation reduces police abuse, harassment and violence against sex workers.
5. Organisations that support the decriminalisation of sex work include the World Health Organisation, UN Women, Amnesty International, the Global Commission on HIV and the Law, Human Rights Watch, NUS Women’s Campaign.
6. Decriminalisation would ensure that sex workers feel able to report unsafe clients or violence at work without the worry of criminal repercussions, and that those who wish to leave the sex industry are not left with criminal records as a result of their job.
7. 7. Expulsion of or disciplining student sex workers for their involvement in sex work is counterproductive to their goals, safety and wellbeing.
8. “Outing” or letting others know about a student’s status as a sex worker without their consent puts the student at great risk of harm, and is a form of harassment. “Whorephobia” is defined as the fear or hatred of sex workers, and can include using slurs against sex workers, excluding sex workers from societies or events, purposefully silencing the voices of sex workers, aggressively arguing for criminalisation or for the Nordic model without inclusion of current sex workers themselves, and maliciously outing a sex worker with intent to cause discipline or harm.

LGBT+ Conference Resolves:
1. The NUS LGBT+ campaign will support and campaign for the full decriminalisation of sex work.

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2. To support sex worker led organisations, such as the English Collective of Prostitutes, SWARM, Sex Workers Alliance Ireland, and SCOT-PEP, who work to improve the lives of sex workers across the UK and beyond.
3. To campaign against any attempted to introduce the Nordic Model in the UK.
4. To support student sex workers being threatened with disciplinary action based solely or in part due to their status as a sex worker.
5. To support student sex workers that are being outing, targeted, faced with whorephobia or harassed in the university for their status as sex workers.

Always Anti-Fascist (but especially now)

LGBT+ Conference Believes
1. Fascist organisation and the legitimisation of fascist ideology is on the rise, in elections, on the streets and on our campuses.
2. The co-opting of LGBT+ issues by fascists is becoming increasingly common.
3. LGBT+ Jews, Muslims, and QTIPoC are especially threatened by the growing presence of the far-right.
4. The responsibility of organising against fascists on campus is often shifted onto the most marginalised students whose right to freedoms such as political organising itself is challenged and denied by fascists.
5. As a result of this, much student anti-fascist work is reactionary as opposed to preventative.
6. The NUS has an Anti-Racism Anti Fascism (ARAF) Campaign which is funded from the Cross liberation budget - a budget shared between all 5 liberation campaigns. Out of this budget also comes any cross-liberation work, such as last year’s liberation activist training days.
7. The Cross-liberation budget in the year 2017-2018 has been halved in comparison to previous years.

LGBT+ Conference Further Believes
1. There is an atmosphere of moral panic in the media around the use of no platforming as a tactic, but it remains an effective means of preventing fascists from spreading their propaganda on our campuses.
2. The right-wing Tory government and the Office for Students’ prioritisation of maintaining “free speech” at universities often justifies the facilitation of violent fascist and transmisogynistic ideology that has material implications on the welfare and safety of students. This concern for “free speech” is hypocritical whilst they remain implementers of the racist Prevent duty.
3. Fascism has no place on our campuses and all action against it is justified.
4. It is vital that we constantly act in solidarity with - and acknowledge the unique struggles of - LGBT+ Jews, Muslims, and QTIPoC students.
5. Fighting fascism is a collective responsibility of the entire student movement. As such, costs associated with campaigning against fascism should not exclusively be put on liberation groups.

LGBT+ Conference Resolves
1. To support the organising of anti-fascist groups and actions on campuses where possible.
2. To run workshops at appropriate NUS LGBT+ campaign events on LGBT+ led anti-fascist organising
3. To take a strong and principled stance against fascism and work with the Anti-Racism Anti-Fascism committee to educate students about the dangers of fascism and enable them to take action against fascism on their campuses.
4. For the NUS LGBT+ campaign to bring a motion to NUS National Conference supporting an increase in budget for the NUS Anti-Racism Anti Fascism Campaign as a separate and distinct budget from the Cross-Liberation budget. The Cross-Liberation budget should not be cut.
5. To continue to no platform fascist groups and to encourage individual student unions to do the same.
6. To support LGBT+ organising against the institutional and individual compliance to Prevent duty.

Pride (is a protest) Reacts Only

LGBT+ Conference Believes
1. Pride is the commemoration of the Stonewall Riots, a riot led by trans women of colour and sex workers. As such, Pride has a long history as an anti-capitalist, anti-police, anti-racist protest.

2. However, many Prides host a range of unethical corporations, including those involved in the arms trade, as part of their Parades. This allows these corporations to sanitise and “pinkwash” their image whilst still behaving in ways which harm working class LGBT+ people and LGBT+ people in the Global South.

3. Banks that have denied trans people the right to change their details despite correct documentation, branches of the racist and homonationalist military, and the police force who continue to enact violence against our community are examples of organisations whose presence at Pride contradicts its undeniably political roots.

4. At Glasgow Pride last year, three trans student activists were arrested and detained for non-violently protesting against the police leading the parade, and two others were arrested for carrying a sign saying, "these f*ggots fight fascism”.

**LGBT+ Conference Further Believes**

1. Pride parades and events should be free, accessible, and community-based.

2. The corporatisation of Pride is a regrettable consequence of the growing exploitation of the “pink pound”, the advertiser friendly nature of LGBT+ events (especially large well-known Prides such as Manchester, London and Brighton) and the fact that some organisers want size and prestige for the sake of size and prestige.

3. Unfortunately, a lot of Pride organisers are forced to rely on sponsorship from the private and third-sectors. This can reduce the ability of Pride organisers to put political messages at the forefront of Pride events.

**LGBT+ Conference Resolves**

1. To encourage and lobby Pride organisers and local LGBT+ groups to centre the radical and political history of Pride in their work.

2. To encourage student LGBT+ groups to get involved in organising local as well as alternative free Prides, in particular pushing an anti-corporate, police-critical approach.

3. To encourage and continue to coordinate direct action against the celebration of the police and our corporate overlords at London, Manchester and Brighton Prides.

**Transmisogyny and the Gender Recognition Act**

**LGBT+ Conference Believes**

1. The Gender Recognition Act (2004) was introduced to allow trans men and women the right to privacy and marriage. Under the Act, a person seeking recognition must provide evidence of having lived in their gender for 2 years to the government’s Gender Recognition Panel.

2. The Act implicitly excludes intersex people, and makes no provision for non-binary gender identity.

3. Following the Trans Inquiry, the Westminster and Scottish governments have announced the potential for reforms to the GRA with consultations this year.

4. Since the announcement of the potential reforms there has been a huge backlash from transmisogynistic feminists (commonly referred to as TERFs) and the media, with the aim of discrediting the trans community and casting GRA reform as “anti-woman”.

**LGBT+ Conference Further Believes**

1. Transmisogynistic feminists are campaigning to restrict women’s services to people who are assigned female at birth only.

2. A sex-at-birth restriction on women’s services will harm trans and cis women alike. Trans women will be excluded from women’s only services whilst trans men will have access, meaning that spaces are no longer womens-only.

3. Policing spaces based on sex at birth is both unworkable (as this cannot be proved without an invasive examination) and is likely to result in butch cis women being policed out of services if they do not conform to a cisnormative gender presentation.
4. Government recording of individual gender and trans status on a gender recognition register places trans people at further risk of oppression and violence. Cyber security is an ongoing issue, what if this information was leaked and distributed?
5. Ending government regulation of gender does not preclude voluntary acknowledgement of gender to target services, support and protection for vulnerable groups.
6. We should end mandatory state recognition of gender and move to a system of self-definition across the board.
7. We support the existence of women’s-only spaces and services. We want these to be open to all women (cis, trans, intersex and/or non-binary), not just those assigned female at birth.

**LGBT+ Conference Resolves**

1. To campaign to end the mandatory, immutable recording of gender on birth, marriage (or partnership) and death certificates
2. To campaign to end the legal notion of gender as a regulated list of acceptable identities
3. To campaign for the replacement of the Gender Recognition Act with a system of self-identification and the strengthening and extension of the protections that the Act affords to persons of all gender identities and histories without need for government registration.
4. Short of achieving wins outlined in Resolves 2, the campaign should advocate for nonbinary legal recognition to not become a third exclusive gender option. As such, if you are a nonbinary woman, you should be able to be recognised as both nonbinary and a woman, rather than having to choose between different aspects of your identity.
5. The LGBT+ Campaign should work with the Women’s Campaign and the Trans Campaign to ensure that both cis women and trans people respond to the GRA consultations in line with Resolves 3 & 4.

**Bringing an end to conversion therapy in the UK**

**LGBT+ Conference Believes:**

1. That as recent at 1990 the World Health Organisation considered homosexuality as a mental illness
2. That the NHS, British Medical Association, and other leading counselling and psychotherapy bodies have condemned conversion therapy as dangerous, unethical and not required because being LGBT+ is not a mental illness
3. That a report by Stonewall found that one in ten staff in the NHS has witnessed a colleague expressing a belief that sexual orientation can be “cured”
4. That the government has chosen not to make conversion therapy illegal, as there is no ‘widespread’ evidence of gay cure therapy in the UK

**LGBT+ Conference Further Believes:**

1. That whether ‘widespread’ or not, the conversion therapy is always wrong
2. That the UK government should legislate to make conversion therapy illegal

**LGBT+ Conference Resolves:**

1. To create a toolkit that can be shared with students, LGBT+ societies, and others, that will aid them in campaigning against the practice of conversion therapy
2. To work with organisations that are already campaigning against this, so we can end this practice for good
3. To lobby the government to criminalise this practice.

**Homelessness in the LGBTI+ Community**

**LGBT+ Conference Believes:**

74 [http://www.pinknews.co.uk/2017/12/01/the-government-has-refused-to-make-gay-cure-therapy-illegal/](http://www.pinknews.co.uk/2017/12/01/the-government-has-refused-to-make-gay-cure-therapy-illegal/)
75 [http://www.stonewall.org.uk/campaign-groups/conversion-therapy](http://www.stonewall.org.uk/campaign-groups/conversion-therapy)
76 [http://www.stonewall.org.uk/campaign-groups/conversion-therapy](http://www.stonewall.org.uk/campaign-groups/conversion-therapy)
1. That it is unacceptable that 24% of young homeless people are LGBTI+ and that those individuals have to choose between being open about their sexuality, or having to hide who they are to have a home.

2. It is difficult that 77% believe coming out to their parents believe that coming out has impacted on their homelessness with no support given.

3. That more support should be given to those who find themselves homeless, 6075 free nights’ accommodation was given to homeless people in the UK last year alone.

4. That there is currently too little support given to this issue nationally by NUS, government, and by institutions.

**LGBT+ Conference Resolves:**

1. Promote the toolkit for estranged students produced in 2017 by the NUS LGBT+ campaign in collaboration with the charity Standalone and ensure SUs and activists are aware of it and know how to access it.

2. That NUS LGBT+ Campaign engages with and does meaningful work on LGBT+ homelessness with the Albert Kennedy Trust.

3. The LGBT+ Campaign will run a national campaign on LGBT+ Students and homelessness to bring awareness to this issue, lobby decision makers, and partner with other relevant organisations.

4. That the LGBT+ Campaign will work with Students’ Unions and LGBT+ societies and networks at affiliated Unions to run campaigns on campus and in their communities on better access to housing for LGBT+ students, and securing emergency accommodation for LGBT+ students that find themselves estranged or homeless.

**Fighting for Marriage Equality in Northern Ireland**

**LGBT+ Conference Believes**

1. In the most recent assembly vote, 51% of MLAs voted for marriage equality. This majority has increased; however, the lack of a Northern Ireland Executive prevents further votes.

2. Over 70% of the Northern Irish public are in support of marriage equality.

3. However, Northern Ireland is the only place in western Europe without marriage equality.

**LGBT+ Conference Further Believes**

1. The lack of marriage equality is a symbol of discrimination that is used to justify prejudice against LGBT people.

2. NUS-UK has a responsibility for the entirety of the UK and that the LGBT campaign in NUS-UK must do all that it can within its ability to support the campaign for marriage equality in Northern Ireland.

**LGBT+ Conference Resolves**

1. To support any and all campaigns run by NUS-USI’s LGBT officer with regards to marriage equality.

2. To support any and all campaigns run by the Love Equality Coalition’s campaign for equal marriage in Northern Ireland with regards to marriage equality.

3. To rally with Northern Ireland in the demand for change with regards to marriage equality.

**Defending Women-Loving-Women Spaces**

**LGBT+ Conference Believes:**

1. The umbrella of “women-loving-women” can include (but is not limited to) lesbians, bi women, pan women, queer women etc.

2. There is a great deal of erasure of WLW culture in general LGBT+ culture. Our stories are not told as regularly and our sexual activity is fetishised by men who don’t respect us.

3. The number of spaces that centre WLW (lesbian bars etc.) has dramatically decreased over the past decade. The fact that it is disproportionately WLW night-time spaces disappearing is often erased in the gay media.

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78 [https://www.nusconnect.org.uk/resources/estranged-students-solidarity-campaign-guide](https://www.nusconnect.org.uk/resources/estranged-students-solidarity-campaign-guide)
4. Lesbian and bi women’s cultures are often treated as ‘unfeminist’ and conforming to gender norms because of gender non-conformity.
5. Trans people (especially trans women) are blamed for the reduction in WLW spaces.
6. Bi women and trans women often experiences biphobia and/or transmisogyny in lesbian spaces

LGBT+ Conference Further Believes:
1. Women-loving-women often have particular needs that can only be addressed in women’s-only spaces.
2. WLW deserve women’s only services and events in student LGBT+ spaces.
3. We experience homophobia in straight-centred women’s spaces and misogyny in male-dominated LGBT+ spaces.
4. Lesbophobia and gendered forms of biphobia among others are often not treated seriously.
5. Trans people (in particular trans women) are not to blame for the reduction in WLW spaces.
6. Lesbians, bi women, queer women etc. can be trans women and/or non-binary.
7. WLW spaces that do exist can often be incredibly white-dominated.

LGBT+ Conference Resolves:
1. To conduct research on the experiences of WLW in the local LGBT+ scene and what members who are WLW want from the NUS LGBT+ Campaign.
2. To support the existence of WLW spaces in LGBT+ groups on campus.
To challenge transmisogyny, biphobia and racism in WLW spaces, and encourage activists to do the same.

1. Challenge terminology that promote negative stereotypes including ‘disorder’ and ‘abnormal’
2. Seek the views of students born with intersex characteristics who identify as LGBT+ to explore how best to support them.

Bi-Erasure – continuing invisibility in our campaign

LGBT+ Conference Believes
1. That work has been done by previous NUS LGBT+ Officers to tackle bi-erasure specifically, both in wider society and in the LGBT+ community.

LGBT+ Conference Further Believes
1. That bi-erasure is a problem in our community, and that the NUS LGBT+ campaign should acknowledge and address this.

LGBT+ Conference Resolves
1. That there will be an annual campaign on saying ‘bye bye to bi-erasure,’ with the LGBT+ Officers consulting and working with Bi+ students to deliver this.
2. That Bi Visibility day should be marked by the campaign every year, with at the very least a blog and providing Students’ Unions and on-campus LGBT+ groups with the campaigning against Bi-Erasure toolkit, ‘A guide to becoming bi-inclusive for student activists and officers.’

Strong & Active Unions

Keeping the T in LGBT+

LGBT+ Conference Believes:
1. An increasing number of Constituent Members have created representation for trans and non-binary students within their democratic structures.
2. In the case of some institutions where representation for trans and non-binary students has been created, the ‘T’ has been removed from the LGBT+ representative role name turning it into LGB+ or LGBQ+.
3. A majority of trans and non-binary individuals also identify as LGB+. According to the Trans Mental Health Study 2012\(^79\), only 20% of participants ticked straight on a question of sexual orientation. As this was a multiple-choice question, people were able to tick other boxes, so some of these people may also fall under LGB+.

4. Straight trans students do not experience the same degree of privilege from their orientation as cisgender straight students, and should continue to be represented by LGBT+ groups on matters relating to their orientation.

**LGBT+ Conference Further Believes**

1. It is important to ensure trans and non-binary students have the opportunity to decide how they feel their voices should be represented within their constituent member’s democratic structures.

2. Where representation for trans and non-binary students is created, it is important to ensure that they are still being represented within the LGBT+ representative role on matters pertaining to sexual orientation, romantic orientation, polyamory and intersex related issues.

3. Maintaining the ‘T’ in LGBT+ where a separate trans representative has been created, reflects the inclusivity of the role towards representing trans and non-binary students on matters pertaining to sexual orientation, romantic orientation, polyamory and intersex related issues.

**LGBT+ Conference Resolves**

1. To mandate the LGBT+ Committee to liaise with the NUS Trans Campaign in designing a toolkit around Trans representation within SU’s, including with a potential focus on:

2. The Importance of ensuring trans and non-binary students have their own representation.

3. Ensuring where trans representation is created that it is inclusive of non-binary students.

4. Feedback and advice from institutions which currently have trans representation on issues including but not limited to engagement, promotion, the relationship between the LGBT+ and trans representatives.

5. Template motion in creating trans representation.

6. To encourage for the ‘T’ to remain within a Constituent Member LGBT+ representative role, campaign and/or group name and focus where separate trans representation has been created.

**Liberating Nations Liberation**

**LGBT+ Conference believes:**

1. Nations is an NUS term that refers to NUS Wales, NUS Scotland and NUS USI.

2. Just like NUS UK each nation has its own set of liberation officers.

3. With the exception of the Women’s Officer roles in NUS Wales and Scotland, all nations liberation roles are voluntary and not paid.

4. Many part-time officers need to have a part-time job on top of their studies and NUS role for this reason.

5. A lot of laws involving equality and matters that relate to liberation students in the nations are devolved to parliaments and assemblies in the nations.

6. Despite this there is still not enough resources provided to assist nation liberation work.

7. Because most NUS Liberation Officers roles in the nations are voluntary they have the responsibility to carry out their campaign’s policy on small resources whilst also likely studying and working

**LGBT+ Conference further believes:**

1. Liberation Officers should be paid for their labour.

2. The student movement must provide more resources and funds for liberation campaigns in the nations.

3. NUS should reallocate funds to pay its nations liberation officers at least 10 hours a week and be paid the real living wage or more.

4. These funds should not be reallocated from liberation or nation budgets.

5. Demanding free labour from marginalised groups of students stands against NUS’ ideals of liberation.

LGBT+ Conference Resolves:
1. That NUS LGBT+ should campaign to have the Voluntary NUS Nation Liberation Officers positions to be instead paid for at least 10 hours a week at the real living wage or more.
2. That NUS LGBT+ should submit policy to national conference to have paid NUS Nation Liberation Officers each year until we have won this issue.

Hate definitely has no place on campuses

LGBT+ Conference believes:
1. NUS has a duty to protect and promote the rights of those who self-define as LGBT+, at University or College or wider society.
2. All students, regardless of their gender, sexual or romantic identity, have the right to a safe environment at their institution.
3. Transphobia is an irrational dislike, hatred, prejudice and/or discriminatory action towards individuals who define as trans.
4. Homophobia is an irrational dislike, hatred, prejudice and/or discriminatory action towards individuals who define as Gay or Lesbian.
5. Biphobia is an irrational dislike, hatred, prejudice and/or discriminatory action towards individuals who define as Bisexual.
6. NUS Liberation Campaigns have previously passed ‘No Platform’ and “no invite” policies in order to protect students from individuals who preach and incite hatred against an individual based upon their identity.
7. Legally “hate speech” does not cover transphobic speech.
8. On the 26th December 2017, Jo Johnson MP announced that the new “Office for Students” will not allow “save spaces” or “no platforming” on campuses.

LGBT+ Conference further believes:
1. Transphobic, homophobic, biphobic, racist, sexist, ableist, xenophobic, Islamophobic, and/or anti-Semitic speakers have no place at our institutions.
2. “No sharing of platforms” and “no invite” policies do not limit the freedom of speech.
3. Transphobic/homophobic/biphobic speech should be legally recognised as hate speech.
4. Transphobia/homophobia/biphobia and transphobic/homophobic/biphobic speakers have lead to poor access to health care and welfare services by spreading myths about trans people.
5. By allowing transphobic/homophobic/biphobic speakers onto campus this can affect the mental health of trans students on campus.
6. By giving a speaker a platform it is a method to legitimises their views.
7. The sharing of content on social media is also granting a platform.
8. Covering transphobic speech both in a positive and negative light is still granting it a platform.
9. Transphobic/homophobic/biphobic speech is still transphobic/homophobic/biphobic hate speech even if they are a member of another or the same liberation group.
10. There is no such thing as reverse discrimination.

LGBT+ Conference Resolves:
1. For Officers to not share platforms with transphobic speakers including but not limited to: Germaine Greer, Julie Bindle, Julie Burchill and Milo Yiannapolous.
2. Encourage students’ unions to have safe spaces for LGBT+ people, as well spaces where they can operate autonomously.
3. Work on making transphobic speech covered under the definition of “hate speech”
4. To actively campaign against Office for Students decision to ban “safe spaces” and “no platforming” on campuses.

Supporting the NUS-USI LGBT Campaign
LGBT+ Conference Believes
1. There is only one unpaid part time LGBT officer for Northern Ireland.
2. NUS-USI did not have an LGBT officer, LGBT conference or LGBT campaign in 2016-17.
3. There were no delegates from Northern Ireland to NUS LGBT conference in year 2016-17.

LGBT+ Conference Further Believes
1. The LGBT campaign in Northern Ireland is the least supported with terms of finance and its capacity.
2. LGBT people in Northern Ireland have less rights\(^80\) than those in other parts of the UK and are facing a mental health crisis therefore the need for support the LGBT campaign is urgent.
3. The LGBT campaign in Northern Ireland must receive financial assistance from NUS UK.

LGBT+ Conference Resolves
1. To provide substantial financial support to the LGBT campaign in NUS-USI.
2. To provide support in the production of campaign materials.
3. To work with, for, and include NUS-USI’s LGBT officer in the work of NUS UK to ensure active participation from NUS in LGBT campaigns in Northern Ireland.

Reinforcing and protecting our autonomy

LGBT+ Conference Believes
1. That at present, motions passed at liberation conferences, including LGBT+ conference, must be ratified by NUS National Conference
2. That this applies to rules revision motions as well as policy motions
3. This means that rules revision motions passed at a liberation conference which takes place after national conference may not take effect for up to 2 conference cycles (if the following conference takes place before National Conference, the changes will not have been ratified)

LGBT+ Conference Further Believes
1. That this limits the autonomy of liberation conferences, who may need to change their standing orders faster than is currently possible

LGBT+ Conference Resolves
1. To mandate the NEC and National Conference representatives of the LGBT+ Campaign to propose, support, and otherwise lend assistance to a motion to national conference which will seek to amend NUS rules in order to allow liberation campaigns to have autonomy over their own standing orders, including the ability to change them without being subject to the policy adoption process

Activist Training Guide

LGBT+ Conference Believes
1. NUS hosts activist trainings days, however not everyone is able to attend
2. NUS does little to train non-sabbatical officers in campaigning skills

LGBT+ Conference Further Believes
1. LGBT+ Officers in small institutions and institutions away from large cities often lack a large network with which to share the workload of running campaigns.
2. NUS should support and nurture grassroots activists
3. There are a wide range of tactics available, ranging from lobbying to direct action
4. In the absence of a wide range of resources from NUS, the NUS LGBT+ campaign should empower students to create their own.

\(^{80}\) Northern Ireland does not have equal marriage legislation. Northern Ireland also has a new year blood ban on LGBT people. Northern Ireland is not part of the Equality Act (2010).
LGBT+ Conference Resolves
1. In the first instance NUS LGBT+ Campaign should call on NUS to create and publish an activist training guide that includes a wide range of tactics.
2. If NUS does not create and publish this activist training guide then the NUS LGBT+ Campaign should.

Back to the Future (and by future, I mean grassroots)

LGBT+ Conference Believes
1. NUS LGBT+ campaign does not and historically has not had the infrastructure to adequately train or support part-time liberation activists, including "part-time" volunteer LGBT+ officers and leaders of LGBT+ groups on campus.
2. Sabbatical officers are prioritised for training events by NUS overall, with many events such as Students Unions Conference, Lead and Change, and Zones Conference being effectively sabb-only, and run at during the week at times that student activists, especially FE students, find difficult to access.
3. There isn't a single full time paid LGBT+ Officer in a Students Union in the country, the only liberation group out of women's, BME and disabled which does not.

LGBT+ Conference Further Believes
1. The nature of grassroots liberation work means much of the labour undertaken by SU officers and equivalent part-time positions goes unrecognised.
2. Representing a marginalised group of students can be emotionally draining, with activists often expected to challenge blatant discrimination on campus with little support.
3. Often, the existence of unpaid liberation and ‘autonomy’ is used to justify a lack of action from salaried student leaders and unions themselves.

LGBT+ Conference Resolves
1. To dedicate resources to training part-time LGBT+ activists throughout the academic year.
2. To lobby NUS leadership to put more focus on events and resources that specifically support non-sabbatical grassroots liberation activists.
3. To consult with volunteer student activists on how to make NUS liberation events more accessible and relevant to them.
4. To facilitate the sharing of the successes and best practice of LGBT+ volunteer work in unions across the nations.

FEgotten

LGBT+ Conference Believes
1. NUS is made up of affiliated Student Unions, 65% of which are Further Education Institutes.
2. FTO have a remit to represent all affiliated members not just those with well developed campaigns on campus
3. In LGBT+ Campaign should be supporting and developing the liberation campaigns at FE institutes to enable them to have a nation voice and take part in the national campaign
4. In 2015 the “LGBT and FE Research” was completed giving key finds and recommendations for FE Institutes which have not been campaign

LGBT+ Conference Resolves
1. LGBT+ Campaign to work with the VPUD on developing FE Unions around to enable to take part in activities
2. LGBT+ to have a travel bursary of £2000 to support FE to attend and claim the free FE Space at conferences
3. To launch a campaign ensuring further education learning providers focus efforts on protecting and preventing learners from experiencing homophobic, biphobic and transphobic bullying, harassment and assault.
4. The LGBT+ campaign should support Student Unions’ to harness those LGBT+ learners' in involved course representation and activism to gather views about LGBT+ students’ experiences, help to develop and publicise equality policies, and support and nurture LGBT+ groups, with the aim of increasing awareness of LGBT+ learners’ experiences amongst the wider community.

**Linking FE & HE groups**

**LGBT+ Conference Believes**
1. FE (Further Education) unions make up 65% of NUS membership but are hugely under-represented, both at conference and within the campaign.
2. Only 11 delegates voted in the election for FE reps on LGBT+ Committee in 2016.
3. FE institutions often lack the resources and capacity to effectively facilitate LGBT+ activism of any kind, including engagement with NUS LGBT+ campaign.

**LGBT+ Conference Further Believes**
1. Drawing links between LGBT+ groups in university student unions and networks of LGBT+ students in further education will be useful, in terms of building capacity in FE and better engaging HE students in their local communities.
2. Many of our experiences as LGBT+ people are (if not universal) very common. This is regardless of studying in a university, college or via an apprenticeship. However, our struggle needs to cover all our movement, not just those who are lucky enough to study in an institution that allows them better access to NUS and student politics.

**LGBT+ Conference Resolves**
1. To create national infrastructure that links local FE LGBT+ groups with HE LGBT+ groups, uniting shared struggles and encouraging cross-campus liberation campaign work.
2. To recommend that Students’ Unions in the HE sector build better links with FE students.
3. To mandate the NUS LGBT+ Officers to hold the Vice-President Further Education of NUS accountable for the actions they are taking on improving the representation of LGBT+ students in FE on their campuses and in NUS.

**You should join a trade union**

**LGBT+ Conference Believes:**
1. One in five (19 per cent) lesbian, gay and bi employees have experienced verbal bullying from colleagues, customers or service users because of their sexual orientation in the last five years
2. One in eight (13 per cent) lesbian, gay and bi employees would not feel confident reporting homophobic bullying in their workplace
3. A quarter (26 per cent) of lesbian, gay and bi workers are not at all open to colleagues about their sexual orientation
4. Nearly half (42 per cent) of trans people are prevented from expressing their gender identity because they fear it might threaten their employment status
5. Over 10 per cent of trans people experienced being verbally abused and six per cent were physically assaulted at work. As a consequence of harassment and bullying, a quarter of trans people will feel obliged to change their jobs
6. That these statistics are likely higher in reality and that these statistics do not feature research on the issues LGBT+ people face when attempting to gain employment.
7. LGBT+ students face being ‘outed’ on their CV or HEAR record due to involvement in their LGBT+ society
8. Trans people are at risk of discrimination at multiple levels in the employment market, from name discrepancies in application forms to being misgendered or discriminated against at interview.
1. A watering down of employment rights, from tribunals to proposed changes in the right to strike, means that LGBT+ people in work are more vulnerable.
2. Changes to job seekers allowance means that LGBT+ people are being forced to apply for jobs they may not feel comfortable in or face losing their benefits.
3. Trade Union’s have long been supporters of the LGBT+ movement, and stand in solidarity with us today.
4. Equality in employment experience and employment rights is a key trade union issue.
5. The number of students who are members of a trade union is small and is decreasing still, despite the constant attack on our employment rights by the present government.

**LGBT+ Conference Resolves:**
1. To actively work with trade unions on university campuses and at further education colleges to promote trade union membership for LGBT+ students.
2. To conduct research into the experiences of LGBT+ students seeking employment during their studies, as well as their experiences seeking employment after they have graduated.
3. To use this research and work with trade unions to fight discrimination of LGBT+ workers on a national level by lobbying MPs and placing pressure on large employers to take a better public stand against LGBT+ discrimination.

**Welfare & Student Rights**

**Disability Students in LGBT+**

**LGBT+ Conference Believes**
1. The rights of so many students who have a disability are not fairly represented in their societies and also in their universities.
2. Many students have felt uncomfortable and have felt left out by their peers whether it was in the society or in university.
3. This is still bullying and it is unfair to these students.

**LGBT+ Conference Further Believes**
1. Students with disabilities should not be dismissed by their peers because of their disabilities. LGBT+ associations and networks should make sure they include and represent ALL of their members.
2. A significant amount of LGBT+ students are disabled.

**LGBT+ Conference Resolves**
1. To agree to make societies in Higher Education and further education institutes more welcoming for those with disabilities who identify as LGBT+.

**Tackling the Mental Health Crisis in Northern Ireland**

**LGBT+ Conference Believes**
1. 47% of LGBT people in Northern Ireland have considered suicide.
2. 25% of LGBT people in Northern Ireland have attempted suicide.
3. 35% of LGBT people in Northern Ireland have self-harmed.
4. 71% of LGBT people in Northern Ireland have suffered from depression.
5. 41% of Trans people in Northern Ireland have attempted suicide.

**LGBT+ Conference Further Believes**
1. There is a mental health crisis in the Northern Irish LGBT community.

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81 Mental Health in Northern Ireland - Mental Health Foundation PDF https://www.mentalhealth.org.uk/files/page 11
82 www.eani.org.uk/_resources/assets/attachment/full/0/51716.pdf - page 18
2. NUS-UK support of the NUS-USI LGBT officer’s campaigns to highlight and address the mental health crisis is required.
3. Fragmented anti-discrimination legislation, marriage inequality, anti-LGBT rhetoric and policies from leading political figures and limited protection under current legislation contribute to the current mental health crisis.

**LGBT+ Conference Resolves**
1. To provide support for mental health campaigns run by NUS-USI’s LGBT officer.
2. To include NUS-USI’s LGBT officer in any mental health campaigns ran by NUS UK.
3. To campaign against the reduced rights of LGBT people in NI.

**Trans Reproductive Rights Now!**

**LGBT+ Conference Believes**
1. Parenthood has previously been used as grounds to deny providing a Gender Recognition Certificate.
2. The NHS offers the option to apply for funding through local CCGs for gamete storage to individuals whose medical treatment might affect their ability to conceive a child. However, numerous trans individuals have been denied this service seemingly on the basis of their trans status. It is now the case that it is very rare to receive this funding due to lack of funding able to be provided by CCGs.
3. Various trans individuals have been denied IVF treatment from private IVF clinics on the basis of their trans status by so-called “ethical committees” of random staff untrained in equality issues.
4. Action for Trans Health, a trans health-care campaign which the NUS LGBT campaign affiliated to in 2014, has a reproductive justice campaign.
5. There is little research on the effects of any trans related HRT on fertility or on ways to reduce the fertility damaging effects of the treatment.
6. Many people are refused gamete storage due to genetic condition, although they would be allowed, and able, to reproduce if this were not needed. This particularly affects trans people.

**LGBT+ Conference Further Believes**
1. That delaying or denying someone gender recognition certificate on the basis of parenting a child is deeply unacceptable and is a violation of trans people’s reproductive rights.
2. That trans people should have free, open access to gamete storage and IVF. The guidelines for accessing these services should be clear and easily accessible.
3. Trans people of all ages are being made to make a potentially life long decision between important gender affirming treatments and having the choice to have biological offspring.
4. Adoption is often a much more difficult process for trans people to access, particularly trans feminine people, and in any case should not be the only option of parenthood.

**LGBT+ Conference Resolves**
1. Write to the Gender Recognition Panel to express concern that a parent status is being used to deny or delay the legal recognition of trans peoples’ genders. Ask the gender recognition panel to produce a publicly accessible list of criteria by which they adjudicate on someone’s gender.
2. Run a workshop at activist training days on reproductive justice for trans people.
3. Support any appropriate actions or protests on this issue organised by Action for Trans Health and any similar organisations.
4. Actively campaign for better equality for trans and nonbinary folk for access to having children, and support existing campaigns.
5. Actively campaign for research to be done on the effects of HRT on fertility, ways to reduce harm, and the extents to which fertility is recoverable.

**Mutual Aid > Self Care**

**LGBT+ Conference Believes**
1. Our movement and campaign is primarily made up of unpaid liberation activists who juggle their studies with activism.
2. The prevailing narrative surrounding activist burnout regularly refers to selfcare as the ultimate mechanism by which we can maintain our struggle. We are told that in order to keep organising effectively, we should simply take a break, read a book, or have a bath. There is a focus on individual, and opposed to collective responsibility for meeting our basic needs.
3. Mutual aid refers to the approach of looking after each other through prioritising one another’s mental health and sustained capacity, and sharing adopted responsibilities in our organising circles. It means organising in a way that acknowledges that we are human, that life is messy, and activism can be time-consuming and uniquely draining.

**LGBT+ Conference Further Believes**
1. Critically reflecting on how we organise both individually and collectively ensures we stay grounded and effective.
2. Self-care and preservation is an inherently political act, but the current narrative encourages an individualistic approach to welfare, and often centres classist and ableist understandings of looking after ourselves.
3. If our campaign for the liberation of LGBT+ students is to be sustainable it has to be built upon a nuanced understanding of individual capacity and our limitations to organise as students, many of whom have mental health problems that impact our abilities for sustained organising.
4. We should be building a movement that is compassionate and challenges the cycle of burnout as an inevitable part of student activism.

**LGBT+ Conference Resolves**
1. To produce and distribute practical toolkits to student’s unions, LGBT+ societies, and directly to part-time liberation officers where relevant, that encourage mutual aid and activist solidarity within organising spaces.
2. To create these resources through open consultation and engagement with the same volunteer and part-time activists we are aiming to support.

**Exploiting the Mental Health Crisis**

**LGBT+ Conference Believes**
1. Recently there has been a trend to advertise LGBT+ focused counselling on social media, such as Facebook, using targeted adverts
2. These adverts target LGBT+ people who may be experiencing mental health problems based on Facebook behaviour
3. That the LGBT+ community faces disproportionate mental health difficulties, sometimes as a result of, or exacerbated by, being LGBT

**LGBT+ Conference Further Believes**
1. That LGBT+ people, and especially those with mental health difficulties, need access to good welfare resources, and better support which is focused on being inclusive of LGBT+ identities
2. That several of the companies using this tactic to reach potential customers are not well established as sources of mental health support
3. However, that targeting vulnerable LGBT+ people through targeted advertising is not the right way to go about this, and can lead to vulnerable people spending money as an impulse on inadequate services

**LGBT+ Conference Resolves**
1. To mandate LGBT+ Committee to: investigate the practice of counselling services using targeted Facebook adverts to reach vulnerable LGBT+ people as a means of promoting their services advertise respected and trusted sources of mental health support for LGBT+ people such as switchboard
QTIPOC Mental Health - Action Now

LGBT+ Conference Believes:
1. Almost 22% of gay or bisexual men experience moderate to severe levels of depression and anxiety, compared to seven per cent of their straight counterparts. 3% of gay men have attempted to take their own lives, increasing to 5% amongst BAME men, 5% of bisexual men and 7% of gay or bisexual men with a disability.
2. 79% of lesbian and bisexual women say they have had a spell of sadness, felt miserable or felt depressed. This goes up to 84% of bisexual women and to a staggering 86% of black and minority ethnic women. 5% of lesbian or bisexual women have attempted suicide, increasing to 7% for BAME women and 10% of lesbian and bisexual women with a disability.

LGBT+ Conference Further Believes:
1. That whilst LGBT+ people are more likely to suffer from depression and anxiety compared to their straight counterparts, that QTIPOC face even more barriers and are more likely to suffer even more.
2. That the King’s Fund think tank found that 40% Mental health trusts have seen cuts to their budgets and that none of the £8bn extra funding for the NHS over the last 4 years has gone to mental health services. Additionally, the number of the nurses in mental health hospitals reduced by 5000 nurses since 2010.

LGBT+ Conference Resolves:
1. That QTIPOC leadership events will help empower QTIPOC in our movement and help build their confidence and give them the tools they need to tackle mental health stigma in their communities and wider society.
2. That the government set up an independent cross-party body that regulates mental health services and determines is funding, taking mental health services out of the political arena.

LGBTI+ Body Positivity

Conference Believes
1. That LGBTI+ individuals regularly face body confidence issues.
2. Recently this has been fuelled by the increase in apps such as Grindr, media failing to portray a variety of body types and the attitudes of the community on social media.
3. That the attitude of sub-groups in describing bodies e.g. ‘no fat’, ‘fit only’, can lead to individuals feeling isolated from their sexual identity.
4. Feeling under body confident can lead to increased issues around an individual’s mental health particularly where they feel unable to engage with the LGBTI+ community.

Conference Resolves
1. The NUS LGBT+ Campaign is mandated to run a campaign on LGBTI+ Body Positivity.
2. That NUS engages with dating apps, LGBT+ media companies and associated organisations to work together on building a more inclusive body positivity culture.
3. That NUS will provides resources and support on body positivity, information on where to get support and similarly related activities.

Know Ya Rights So We Can Fights

LGBT+ Conference Believes
1. The last year has seen a number of student-led protests and direct action; including occupations, rent strikes and interventions at Pride.
2. Direct action and other forms of protest can attract attention from the police force, who (as established in previous campaign policy) continue to pose a threat to LGBT+ people, and especially LGBT+ people of colour.
3. There is a lack of knowledge within our community when it comes to our right to protest, as well as what to do if you are arrested.
4. Green and Black Cross are a grassroots organisation providing materials and legal support for activists involved in social and environmental struggles. They have recently produced a guide specifically about trans people’s rights whilst protesting, which is one of the few resources specifically relevant to LGBT+ protesters.

**LGBT+ Conference Further Believes**
1. Direct action and other forms of protest have always been and always will be a tactic close to the heart of the student movement.
2. When arrests are made, they often undertaken not for legal, but political reasons. The safety and wellbeing of those being arrested is regularly disregarded by the police as they are made an example of in order to discourage further direct action.
3. Fear of arrest can deter activists, especially those who are young or new to the movement, from engaging in direct action and protest.
4. Activists are likely to face unfair treatment and violence at the hands of the police. If unequipped with knowledge relating to rights and the process of arrest, the process can be especially isolating and traumatic.
5. Being arrested and interacting with the police can be especially distressing for trans people due to the violently gendered and transphobic nature of the prison industrial complex. This can take the form of unnecessary invasive searches, the refusal of healthcare while detained, overt discrimination from police officers as well as institutional misgendering through placing individuals in the incorrectly gendered facility.

**LGBT+ Conference Resolves**
1. To work with Green and Black Cross and other relevant organisations to support LGBT+ students who are involved in direct action.
2. To provide practical support and stand in solidarity with LGBT+ students who participate in direct action relevant to values and interests of our campaign.
3. To encourage critical discussion on campuses around the role of the police force as an institution that “protects the public”.
4. To produce a workshop about protest rights aimed specifically at LGBT+ students to be delivered at conferences and training events.
5. To encourage LGBT+ societies and campaigns to disseminate information about how LGBT+ groups have used direct action and protest to win campaigns in the past as part of LGBT+ history month activities.

**Rules Revision**

**Political Blackness Is Defunct**

**LGBT+ Conference believes:**
1. Motion 402 entitled “QTIPoC (Queer Trans Intersex People of Colour) was sent to the Black Caucus in 2017 within which members unanimously voted in favour of the policy.
2. The concept of “political blackness” is currently used in NUS LGBT+ Campaign, and by the NUS at large.
3. The NUS Black Students’ Campaign are currently undertaking a consultation into political blackness with a view to change their name. This will be proposed at NUS Black Students’ Summer Conference in 2018, rubber-stamped by national conference in 2019 with the change taking effect in the new officer term in 2019.
4. Currently the NUS LGBT+ Campaign’s Standing Orders make reference to those who “self-define as Black”.
5. The current definition of “political blackness” in NUS makes reference to those who are of African, Caribbean, Arab, and Asian descent.
6. There are vast distinctions between Asian, Arab, Caribbean and African communities, including how they are affected by racism, educational, academic and economic attainment. It is unrealistic to package us all together under the umbrella of “Black Students”.

7. The use of the blanket term ‘black’ erases the huge cultural differences, manufacturing and enforced sense of “solidarity”. Identities should not be forged out of experiences of oppression and racism alone, but also through a sense of shared cultural references.

**LGBT+ Conference further believes:**
1. Whilst political blackness may have at one point been useful in the context of the UK’s history of racialized people organising against racism, fascism and white supremacy, it is no longer appropriate.
2. “Political blackness” makes the identity of black people in the UK an umbrella term as opposed to their actual identity.
3. Black people who have publicly questioned political blackness in NUS have often been shouted down and are accused of being divisive.
4. The current definition of Black in the Campaign’s standing orders currently aren’t inclusive of non-Arab people from the Middle East as well as people who have indigenous or mixed heritage from the Americas and the South Pacific.
5. The term ‘Black’ is evocative of people of African and Caribbean origins, using the language ‘Black’ when referring to Asian, Arab, Caribbean and African communities together is misleading and unrepresentative.
6. The use of the term ‘black’ as an umbrella can present itself as a barrier and a silencing mechanism, to the voices of ethnically black individuals within the student movement.
7. The term ‘black students’ suggests a false essentialism: that all non-white groups should share the same experience as Black people and vice versa. The term and misleading use of language conflates the differences of radically diverse people, boxing them together by virtue of non-whiteness. When in fact within some BME communities there is a culture of anti-blackness which can be overlooked when we are all placed under the umbrella of ‘Black’.

8. QTIPOC is the generally accepted acronym for people of colour who are also LGBT+.

**LGBT+ Conference Resolves:**
1. To amend the standing order so that black students caucus becomes QTIPOC caucus.
2. To provide information on what QTIPOC stands for at all NUS LGBT+ events.
3. To replace:
   
   “15. A Constituent Member shall be allocated a basic delegate entitlement of two (2) to six (6) delegates, which shall be based on student numbers at that Constituent Member, using the NUS National Conference formula appropriately scaled. Additionally, each CM shall be allocated one (1) Black Members’ Place delegate, one (1) Trans Members’ Place delegate and one (1) Disabled Place delegate."

   with:

   “15. A Constituent Member shall be allocated a basic delegate entitlement of two (2) to six (6) delegates, which shall be based on student numbers at that Constituent Member, using the NUS National Conference formula appropriately scaled. Additionally, each CM shall be allocated one (1) QTIPOC Members’ Place delegate, one (1) Trans Members’ Place delegate and one (1) Disabled Place delegate."

4. To replace:
   “22.g Black Students Caucus”

   with

   “22.g QTIPOC (Queer, Trans and Intersex People of Colour) Students Caucus”

5. To replace:
   “26. Black Students’ Caucus may only be attended by those in the Campaign who self-define as Black and/or the existing Black Students’ Representatives.”
“26. QTIPoC Students Caucus may only be attended by those in the Campaign who define as African, Middle Eastern, Afro-Caribbean or Asian descent; and/or descended from the indigenous populations of the Americas and/or the South Pacific and/or the existing QTIPoC Students’ Representatives.”

6. To replace:
“104.d One (1) Black Students Representative, elected by and from the Black Students’ Caucus.”

with
“104.d One (1) QTIPoC Students Representative, elected by and from the QTIPoC Students’ Caucus.”

7. To replace:
“104.h One (1) Black Students Representative (Women’s Place) elected by and from self-defining women students of Black Students’ Caucus.”

with
“104.h One (1) QTIPoC Students Representative (Women’s Place) elected by and from self-defining women students of QTIPoC Students’ Caucus.”

8. To replace:
“138. There will be a Black Students place on the Steering Committee, this position shall last for only one term and be elected at the Black Students Caucus.”

with
“138. There will be a QTIPoC Students place on the Steering Committee, this position shall last for only one term and be elected at the QTIPoC Students Caucus.”

9. To clarify the status of the Black LGBT+ Subcommittee and how the name can be changed to QTIPoC subcommittee

10. To review the names of the QTIPoC reps, subcommittee and caucus as appropriate following on from NUS Black Students’ Campaign name change.

Sections Conference – Mature and Part-Time Students

Welfare Zone

Maternity and Paternity Rights for PhD Students
Submitted by: Union of UEA Students

Conference Believes:
1. PhD candidates, who are not pre-existing staff within a HE institution, are not legally recognised as employees.
2. PhD students are therefore not entitled to the same maternity leave and pay as other employees.
3. Pregnancy and maternity are protected characteristics under the 2010 Equality Act.
4. That while research councils provide ‘best-practice’ recommendations in line with statutory maternity leave to HE institutions, there is no legal obligation for this to be applied.
5. Statutory Maternity Leave is 52 weeks, 26 of which are classed as ‘Ordinary Leave’.
6. It is common for an institution to offer a PhD candidate only 16 weeks paid maternity leave, with no guarantee of a subsequent extension to their grant should they have one.
7. While many institutions will be flexible and supportive, PhD candidates should not have to rely on good will or individual university policy with no legal rights.
8. As stipends are ‘tax exempt’, PhD students are vulnerable as they are less likely to receive government financial support based on National Insurance Tax.
Conference Further Believes:
1. Currently, the picture of national practice in HE institutions is unclear. There is even less information available for PhD candidates who require paternity leave.
2. Women who go on maternity leave may undergo additional pressure to return more rapidly than in other forms of employment, as universities prioritise completion rates and REF scores.
3. These students may face additional financial difficulties on return due to extension of their PhD outside of their funding period.

Conference Resolves:
1. That NUS Postgraduate Students Campaign launch a piece of national research into maternity and paternity provision for PhD students.
2. That this piece of research also investigates student experience of maternity and paternity provision.
3. That NUS postgraduate students campaign use this research to provide a guide of best practice for institutions, research councils and advice for PhD students.
4. That PhD maternity rights be included in NUS postgraduate students campaign national campaigns centred around reproductive rights.

A call for more research and campaigning into Postgraduate Mental Health and Wellbeing
Submitted by: Union of UEA Students

Conference Believes:
1. Postgraduate courses, particularly in the Arts and Humanities consist of large amounts of time studying in isolation with little or no contact time with fellow students and academics.
2. Mental health amongst Postgraduate Taught and Postgraduate Research students is at an all time low.
3. Higher Education Institutions and Providers often show little or no understanding of the specific mental health challenges that face Postgraduate Taught and Postgraduate Research Students, whether Part-time or full time.
4. There is sporadic and varied provision of support in Higher Education to these two groups of students.

Conference Resolves:
1. To mandate the NEC Postgraduate Representatives to undertake research into the existing state of mental health amongst Postgraduate students, both Taught and Research, within the Academic Year 2017/18, to establish the size of the problem and the current state of support for students amongst Higher Education Institutions and Providers in the UK.
2. To mandate the NEC Postgraduate Representatives to publish this research and publicise these issues in a national campaign designed to: highlight the situation, and push for improvements and reform in the provision of mental health support and wellbeing services for Postgraduate students throughout the UK.
3. To mandate the NEC Postgraduate Representatives to develop a strategy with the whole of the NUS to: take a lead on this issue, track improvements and developments within Postgraduate mental health support, and maintain public pressure on Higher Education Providers and Institutions to tackle this rising problem.

Rules Revision

The Accountability of NEC Postgraduate Representatives Going Forwards
Submitted by: Union of UEA Students
Conference Believes:
1. That without a committee there is insufficient accountability or transparency with regard to the actions of both NEC representatives.
2. That the NUS Postgrad Campaign open working group has not been effective over 2016-17 as the system of accountability for both NEC representatives (in line with Motion 3 NUS Postgraduate Conference 2016).
3. That if the current conference fails to elect a committee (as with Motion 3 NUS Postgraduate Conference 2016) there needs to be a clear line of accountability for the next year.
4. This system of accountability needs to be accessible to all post-graduate students across all NUS affiliated student unions.
5. This system of accountability should mandate that NEC representatives make clear exactly how their actions affect their represented PGT or PGR post-graduate students.

Conference Further Believes:
1. That the post-graduate conference produce a large amount of policy that should be acted upon.
2. Given the amount of policy produced and lack of a committee to direct representatives, NEC representatives may struggle to accommodate the resolutions of every motion passed at the postgraduate conference.
3. That, while these stresses persist, it is often the case that NEC representatives will focus their efforts on a select few motions.
4. That if NEC representatives adopt this approach to policy they must highlight why and how their focuses has benefited postgraduate students.

Conference Resolves:
1. In the event a committee is not elected both NEC representatives will be held accountable by the NUS Postgraduate conference.
2. That both NEC representative must demonstrate to the conference how they have acted in line with standing NUS Postgraduate policy.
3. If NEC representatives have been unable to forward the recommendation of all NUS Postgraduate policy recommends and have instead focused on particular areas of policy they must inform the conference why they selected these areas to focus upon.
4. If NEC representatives have been unable to forward the recommendation of all NUS Postgraduate policy recommends and have instead focused on particular areas of policy they must inform the conference how their focus has directly benefitted their respective represented PGT or PGR students.

Sections Conference - International Students

Welfare Zone

International Students Safety and Security Concerns
Submitted by: University of Birmingham Guild of Students

Conference Believes:
1. International students’ safety is an essential part of a universities duty of care, and also vital to their personal development, wellbeing and student experience while at university.
2. University of Birmingham Campus safety ranks at number five in importance out of 19 factors affecting a potential student’s choice of study destination.
3. International students are among the most vulnerable to crime due to their potential lack of knowledge of life in the UK, in particular newly arrived students, and are likely to have less knowledge of personal security on campus.
Conference Further Believes:
1. That Police services are not being pro-active enough about educating new international students in personal security and the safety concerns of living in the UK, often in city environments.
2. That students should have better support from their universities and the police to provide them with information about security and safety concerns before, and immediately after, their arrival in the UK.

Conference Resolves:
1. To conduct and promote a survey to International Students nationally, asking about their experience and their knowledge regarding the available security and safety support from their universities and the police, to feed into the ongoing work of the NUS International Students Campaign.
2. To encourage student unions to raise the issue of international students’ security concerns to their university.
3. That the NUS International Students Campaign should work with students’ unions and the police to determine and share best practice to university’s and individual police services across the UK regarding international student security.

Society and Citizenship Zone

Weekly working hours for International Students
Submitted by: University of Birmingham Guild of Students

Conference Believes:
1. Acquiring professional experience while studying is useful for international students.
2. 20 hours per week work, as allowed under a tier 4 visas, is not enough for International students to support themselves.
3. Many competent students have missed interesting career and work opportunities because they are not allowed to work more than 20 hours per week.
4. Contact hours can typically be as low as 2 days a week for some international students, therefore additional flexible working during their free time would be valuable to many students, allowing them to gain valuable experience to benefit their future careers and the local economy, but also to support themselves financially.

Conference Further Believes:
1. That the current limit of 20 hours per week imposed by the government is restricting international students from developing fully while in the UK, and from contributing as they could to both the current economy, and the future economy.

Conference Resolves:
1. To engage in a dialogue with university careers services or similar around better supporting international students in finding work appropriate to their course while in the UK.
2. To lobby the UK government and the Home Office to remove the current cap of 20 hours per week under a Tier 4 visa, and to discuss the issue with the university lobby nationally to find common ground on the relaxation of the 20 hour per week cap.

International Students Conference 2018

Education

International students’ hardship funding
International Students Conference Believes
1. International student fees have significantly risen in the last few years and international students pay premium across UK universities.
2. On top of tuition expenses, international students bear cost of living expenses on their own and do not have access to grants like home students.
3. Few international students receive university scholarships in the first semester or year, and some receive aid only for subsequent semesters or years based on their academic performance.
4. By studying abroad, international students contribute both to the universities’ coffers increasing their finances and helping them educate home students at lower fees as well as also contributing to the economy by paying taxes.
5. International students do not often have access to bursaries, grants or other forms of funding which if exists at all, are very limited and difficult to access. And financial concerns are often the leading cause of stress and anxiety which impacts their mental health negatively.

International Students Conference Resolves
1. To mandate the international students officer to collaborate with the NUS president on the poverty commission to look into the percentage of international students that are affected by hardship and poverty and use the data to influence the following resolves.
2. To mandate the international students officer to organize a national campaign and empower students’ unions to lobby universities that do not have hardship funding to create one for international students to support them.

Society and Citizenship

Tier 4 Visa Duration Extension

International Students Conference Believes
1. International Students only have 4 months after finishing their studies on a Tier 4 visa to be offered a job with a Tier 2 visa sponsor licensed organisation
2. There was a huge difference between EU and non-EU students when it came to ease of finding work: 64% of non-EU students reported difficulties compared to 26% of EU students. (Broadening our Horizons: International students in UK universities and colleges. Report of the UKCOSA survey, B Merrick, UKCOSA: The Council for International Education, 2004.)
3. In 2014, Mostafa Rajaai, alongside TEN, conducted a survey of 1600 students, where 38% responded they would need more than four months to find a suitable job after graduation.
4. The new DLHE survey has changed from surveying graduates at 6 months to surveying them at 15 months. If we now expect UK-domiciled students to take up to 15 months to be in a robust graduate level job; then how can we expect International Students to do it in 4 months. (NEWDLHE: The Future of Graduate Outcomes Data. D Cook & R Hewitt. March 2017)
5. 67% of UK and EU graduates were in UK work after 6 months of graduating (HESA, Graduate Destinations). Considering it is harder to find work with organisations that have a sponsor license in the UK, 6 months should be a more realistic time frame to find a job.

International Students Conference Resolves
1. International students who have come to the UK to study, should be given the rights to seek employment after their studies.
2. NUS should lobby the government to increase the 4-month deadline for Tier 2 to a more realistic deadline of 6 months to ensure enough time is given to sponsor an International graduate.
3. NUS should work with relevant bodies to provide better advice about moving from a Tier 4 visa to another Tier Visa’s.
4. NUS should lobby the government to make it more accessible for organisations to become license holders.

Campaign against the UKVI’s customer enquiry service charges
International Students Conference Believes
1. From the 1st of June 2017, the UK visas and immigration (UKVI) has implemented changes to its customer enquiry service.
2. It has restricted and reduced its services to only 8 languages
3. Further, the UKVI has imposed a charge of £5.48 for all its foreign customers who contact UKVI through emails.

International Students Conference Further Believes
1. A large number of UKVI customers are international students. A huge number of international students contact the UKVI via email to enquire and get updates on their visas.
2. The email enquiry service which was previously free of charge is now £5.48. It is unfair to charge a fee for enquiry or update as international students already need pay a visa fee of £532. The visa fee should cover the email service and customers, in particular, international students shouldn’t be charged extra in addition to the visa fee for email enquiry service.

International Students Conference Resolves
1. The NUS should lobby the government and the home office to reduce the customer enquiry service charges for international students in general.
2. The NUS should campaign to particularly scrap the email enquiry service charge of £5.48 that is in effect from 1st June 2017.

Lobby for student visa pilot schemes in FE institutions and for undergraduates

International Students Conference Believes
1. The UK government in 2016 selected 4 Universities (Oxbridge, Imperial College London, Bath) to run a student visa pilot scheme.
2. This scheme grants 6 months of additional leave on the visas from the course end date for international masters students on courses 13 months or less.
3. Additional 6 months to stay in the UK is particularly helpful for students who want to remain the UK and find work.
4. This scheme has now been extended to additional 23 universities in the UK

International Students Conference Further Believes
1. The additional 23 universities chosen by the immigration ministry in December 2017 are all mostly Russell group universities.
2. This particular scheme is inconsiderate of the international students in further education institutions as well as the undergraduate students in the HE institutions.

International Students Conference Resolves
1. In order to promote fairness in the treatment of all international students, the NUS should lobby the government to implement these pilot schemes among FE institutions in addition to the already existing 27 HE institutions.
2. The NUS should also lobby the government on implementing visa pilot schemes that is inclusive of the undergraduate international student community and not restricting the schemes to merely international masters students.

A Better Immigration System

International Students Conference Believes
1. The UK government has introduced a number of stringent policies towards international students in recent years, including police registration, credibility interviews, the removal of Post-Study Work visa, the Immigration Health Surcharge and landlord checks.
2. These policies often discriminate based on nationalities.
3. NUS International Students’ Campaign has been consistently campaigning against attendance monitoring, credibility interviews, police registration, the removal of Post-Study Work visa, the Immigration Health Surcharge.
4. International students should be removed from the government’s net migration target.

**International Students Conference Further Believes**
1. The negative and misleading rhetoric relating to immigration has developed a darker tone surrounding the vote to leave the EU (Brexit).
2. A clear consequence of no longer being an EU member means that another Immigration Bill will be discussed and made law during this double session of Parliament.
3. A draft bill will be published in 2018 despite the fact that no agreement appears to have been reached over the status of UK citizens living and working in EU countries and vice versa.
4. The pressure will now be mounting on the Government to remove international students from net migration target, which the Prime Minister is continuing to resist.

**International Students Conference Resolves**
1. To continue to campaign against stricter and discriminatory system and potential proposal for international students to be removed from net migration target.
2. To continue to campaign against inhuman deportation and detention procedures.
3. To actively respond to the Immigration Bill and reflect the policies of International Students’ Campaign.

**Employment restrictions placed on International students by universities.**

**International Students Conference Believes**
1. International students should be entitled to flexible job opportunities during their studies within the university.
2. Voluntary work is an opportunity for students to gain more work experience on their field of study and boost their employability generally.
3. Job opportunities enable international students to not only gain relevant skills for life after their degree, but also provides them with opportunities to earn money to support themselves while studying.

**International Students Conference Further Believes**
1. Current UK legalisation allows students on Tier4 visas to work 20 hours per week during term time.
2. Current UK legalisation calculates voluntarily working within the University as part of the 20 hours.
3. Voluntary working is sometimes confused with volunteering in University decision making and policy.
4. Universities are choosing to actively not employ international students over fears hours cannot be tracked.

**International Students Conference Resolves**
1. The international students officer should work with other zones to campaign against University policies seen as an indirect act of discrimination against international students and restricting them from internal employment within the Universities.
2. The international students officer should start as soon as possible, a campaign against the inclusion of voluntary work towards the hours international students are entitled to work.
3. The international students officer should start as soon as possible a campaign against deceptive and false recruitment promises to international students by Universities during recruitment.
4. The international students section should produce local campaigns and briefings for local unions to use.
5. The international students officer should lobby UUK to provide clear guidance to Universities on the difference of volunteering and voluntary workers.
6. To work with trade unions on a campaign around student employment opportunities and on unionising international students who work to protect them from exploitation.
NUS should lobby the home office for a better and an accessible visa process for international student applicants

**International Students Conference Believes**

1. Every year, there are always quite a few number of international student applicants who are unable to make it on time to the universities
2. Some International students have no choice, but to miss orientation and fresher’s week because of the delay in visas
3. International Students Conference Further Believes
4. The first week of university- the orientation and fresher’s week is a very crucial week for international students as it gives them a chance to learn about their cities, the UK and the curriculum
5. International students who do miss fresher’s week and orientation due to their delay in visas often find it difficult to cope up make friends
6. Some international students have faced mental health troubles and anxiety because they didn’t enough support from institutions after missing their orientation
7. There have been situations where some international students have missed out on important information including registering to a GP and policed verification checks because they were unable to attend the welcome/orientation week

**International Students Conference Resolves**

1. NUS should lobby the home office to provide international student applicants a better, quicker and an accessible visa process
2. NUS should also lobby the home office to increase the staffing support in the visa departments during summer, when a huge number of international students apply for visas
3. NUS should work with Students’ unions and universities to provide extra support to international students who are unable to attend orientation and fresher’s week.

End Deportations Now

**International Students Conference Believes**

1. The home office and Theresa May have been complicit in thousands upon thousands of deportations
2. That 48,000 international students were wrongly deported over cheating on a test.
3. That various universities (like SOAS) have been complicit in the deportation of their workers
4. That every other week, migrants are put on chartered flights to be deported

**International Students Conference Further Believes**

1. This is inhumane and wrong. No human is illegal, migration is a human right.
2. Often migrants are fleeing in search of better economic opportunities that are a direct result of the global inequality inherently linked to colonisation

**International Students Conference Resolves**

1. To republish the end deportations guidebook made with the Black Students Campaign alongside launching a tour on ending deportations, what students can do
2. To work with organizations such as End Deportations to host workshops at various universities
3. To actively support grassroots campaigns that spring up around these issues

Strong and Active Unions

**Supporting International Sabbatical Officers with Visa sponsorship and fee**

**International Students Conference Believes**

1. An international student who is elected to be a sabbatical officer needs to apply for a tier 4 visa. The visa fee sums up to £457 with a varying NHS surcharge amounting to approximately £75.
2. Some of the Students’ union in the UK (The University of Manchester Students’ Union) support international students who are elected to be sabbatical officers with their visa processing. The students’ union bears the visa fee charged for the elected international sabbatical officers.

3. However, some students’ unions do not bear the visa fee charge for international sabbatical officers and therefore the officers need to pay for their own visa fee.

**International Students Conference Further Believes**

1. Paying an upfront fee of almost £600 for visa has the potential of adding financial pressure to an elected international sabbatical officer.
2. In the interest of encouraging more international students to take up sabbatical officer leadership positions, the NUS should do the necessary work that simplifies processes for international sabbatical officers.
3. The NUS should persuade students’ unions in assisting international sabbatical officers with their visa processing.

**International Students Conference Resolves**

1. The NUS should lobby the students’ unions to support the international sabbatical officers with their visa application and processing.
2. The NUS should also mandate the students’ unions to bear the visa fee charges of the international sabbatical officers.

**An Accessible Deadline for International Students**

**International Students Conference Believes**

1. NUS International Students’ Campaign represents around 425,000 international students studying Higher and Further Education in the UK
2. NUS International Students’ Campaign works on a number of issues affecting both EU and non-EU students, and works closely across NUS to ensure that international students’ voices are heard on campuses and at a national level
3. NUS International Students’ Conference provides a platform for international students across the UK to debate policy and shape the political direction of International Students’ Campaign

**International Students Conference Further Believes**

1. Deadline for International Students Conference motions have always been on the first day of International Students’ Conference due to the nature of delegates that needs additional time and support to understand the existing policies, language barriers and political cultural differences
2. Further, the International Students’ Conference provides international student delegates with vital training to better understand the existing policy and all the work that International Students’ Campaign has been doing
3. The deadline for motions this year has been changed to weeks ahead of the conference, which is not accessible for international student delegates

**International Students Conference Resolves**

1. To mandate the NUS International Students’ Officer and the committee to provide policy introduction and training opportunities to international student before the motions deadline
2. To mandate the NUS International Students’ Officer and the committee to work within the organisation to accommodate the needs of international students and work out a better solution of the future motions deadline.

**International Student Leaders Conference**

**International Students Conference Believes**

1. NUS International Students’ Campaign hosted the first-ever International Student Leaders Conference (ISLC) on the 15th of November 2017
2. The ISLC was held in the same week as International Students Day (17th November). International Students Day celebrates students internationally and was chosen because on this day in 1939 Nazis
executed student leaders and academics at Charles University, Prague. It is a way to honour their memory, the memory of other students who have given their lives seeking to challenge injustice and it also celebrates the contribution that education and student collaboration can play in making the world a better place.

3. The ISLC provided a platform for international students from both HE and FE and across the UK to share their experiences, to build power and gain skills and knowledge on our leadership in an environment where international students’ issues are not side-lined.

4. The ISLC provided useful skills development workshops such as public speaking, political engagement & lobbying, and building leadership in the student movement.

International Students Conference Further Believes
1. The ISLC supported international student officers in involving international students in the rhetoric and language of their campuses, to share best practice and experiences of international students who have built on their leadership in a campus context and beyond.

2. The ISLC inspired international students to take up more influential leadership positions in students’ unions and establish a resilient network where international students, officers and activists can build power and share their experience and continue to communicate and organise with each other beyond structured meet-ups.

3. The ISLC was accessible: it was free to attend and bursary was provided for FE, small and specialist students’ unions to cover the travel cost.

International Students Conference Resolves
1. To hold International Student Leaders Conference every year by NUS International Students’ Campaign to empower international student leaders

2. To mandate the NUS International Students’ Officer and the committee to look into ways to make ISLC sustainable and accessible, especially for FE, small and specialist students’ unions.

3. To mandate the NUS International Students’ Officer and the committee to organise and facilitate the ISLC during the first semester to offer international students an early opportunity to establish the network, gain skills and collaborate on campaign and projects.

4. To mandate the NUS International Students’ officer and the committee to explore more diverse content for ISLC, such as to provide policy writing training session to enable international students to better understand NUS International Students’ Campaign existing policy and be able to draft motions before the International Students’ Conference.

Welfare and Student Rights

Educate international students about mental health

International Students Conference Believes
1. Good mental health is essential to the wellbeing of any individual.

2. International students are a unique group of students with added varying stressors that can significantly impact their mental health and wellbeing adversely. For example, language barriers, acculturation stress, illness, absence of close family support to mention a few.

3. Cultural backgrounds of international students vary significantly which also determine their knowledge and understanding of mental health and their ability to access help when the need arises.

4. Many international students are afraid of admitting that they have a form of mental illness as the cultures they originate from may have negative attitudes and beliefs around mental health.

5. People are less likely to be ashamed of a health concern if they have sufficient knowledge and understanding of the condition However, this is different for mental health conditions.

International Students Conference Resolves
1. To work with the Welfare Campaign and the Disabled Students Campaign on producing resources to help students campaign for mental health funding on campus and services which are culturally competent.
2. The international students section should work with the VP welfare to support SUs to provide forums to discuss mental health issues taking into account the differences in attitudes to mental health which depends very much on student’s background.

3. The international students officer should work with the VP welfare and liberation campaigns, in particular the Disabled Students Campaign and Black Students’ Campaign, to develop toolkits for students’ unions to better support international students especially from Black backgrounds to demystify myths about mental health and seek help if they need to.

**International vote**

**International Students Conference Believes**

1. International students are not very well educated about their voting rights in the UK.
2. International students from Commonwealth countries are eligible to vote in the UK but not many of them engage with this process.
3. With the changing political landscape including Brexit, TEF, tuition fees, change in policies around visas, NHS and others (which affect international students) international students from Commonwealth countries can make impact by voting to decide who remains in power and how parliamentary policies affect them.
4. Students who cannot vote have many other ways of participating in politics, such as engaging in campaigns, trade unions and direct action but some international students might be afraid to do so because they do not know their rights. Information on the NUS website about international student’s ability to vote is scanty and out of date (May 2015).
5. International students are not often as engaged with politics as they could be and it is sometimes due to lack of education and information of their rights and also differences in democratic processes depending on their country of origin.
6. The voice of international students can be a powerful one.

**International Students Conference Resolves**

1. That the international students officer runs a nationwide campaign with the society and citizenship zone that specifically targets international students from countries eligible to vote and better educate and empower them to actively engage with the democratic process in the UK.
2. International students section supports SUs to include education about local and national political engagement in their offerings to international students.
3. That the international students officer should work with the society and citizenship zone to develop an action plan for the democratic engagement of international students, including but not limited to a voter registration drive for EU and Commonwealth students before the next local and general elections.
Key information

Purpose of this document

Following a priority ballot that was sent to all registered delegates, this document contains the full order of motions submitted by Constituent Members.

The Zones have been ordered in the following way:

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

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### New Members

**Motion**

**NM001**

**Proposal**

**New Members**

**Submitted by**

National Executive Council

**Speech for**

National Executive Council

**Speech against**

Free

**Conference Resolves**

To accept the following new members into membership of NUS:

- Post 16 Macmillan Academy
- King Edward VI College, Stourbridge
- Cardinal Newman Catholic Sixth Form
- Oakwood Student Voice
- Henshaws Student Parliament
- Aurora Boveridge College
- Globe Academy Students' Union
- FCRT Student Union
- dBs Music Students Union
Conference Believes
1. The NUS Student Poverty Commission has told us something clear and simple – it is time to get real about student finance.
2. Nearly half of Britain’s students are worried about having enough money to buy essential groceries such as bread and milk from an average weekly food spend of £24.32, according to NUS research.
3. Research also found that almost half of all students are struggling to get together enough money to cover basic costs such as travel and textbooks.
4. Travel costs of £17.35 a week are also a cause for concern, with 43% of students worried about daily travel to university or college.
5. Almost three-quarters of students (71%) cite worries about money as a cause of mental health issues.
6. 23% have used non-government loans to extend their finances.
7. In 2015 student rents in London averaged £226 a week compared with £147 elsewhere, eating up their maintenance support before all other costs.
8. The current minimum wage rate for an apprentice is a shameful £3.50 per hour.
9. The Government is in denial about what is in reality a student poverty crisis. When challenged on the gap between maintenance and costs for university students in October 2017, the then Universities Minister Jo Johnson argued that students should “live more frugally”.
10. The Department for Education has repeatedly refused to publish research into Student Income and Expenditure carried out in 2014/15.
11. Universities, Colleges and Training Providers are also in denial - often making decisions on the way they run programmes that make the problem worse for students.

12. A large proportion of students simply can’t afford to participate in education- but are blamed for a “lack of aspiration”.

13. The intense focus on the £9k paid to universities means that the amount FE, UG and PG students actually have to live on rarely gets discussed, underlying issues rarely debated, and the impacts ignored.

14. Universities promoting first year accommodation as the only way to make friends that then profit from that rent should be banned from doing so.

Conference Further Believes

1. An NUS that believes in a Living Wage in wider society should develop proper proposals on a Living Income for Students.

2. So that all students benefit, proposals should ensure that help goes to those that need it most- where costs are higher, work is more scarce or where parents can’t help.

3. NUS should cause universities and colleges to make a commitment to working to reduce both direct and indirect costs that students face and expanding the number of opportunities to work within institutions.

4. As a movement, student discounts on core costs should be something we spend more time campaigning for and less time profiting from.

5. We should demand that detailed research on student income and expenditure for all our members is carried out, published and acted on by Government.

Amendment **PC101a - ADD AMENDMENT**

<table>
<thead>
<tr>
<th>Title</th>
<th>Student Finance</th>
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<tbody>
<tr>
<td>Submitted by</td>
<td>Roehampton University Students’ Union, Southampton Solent University Students’ Union</td>
</tr>
<tr>
<td>Speech For</td>
<td>Roehampton University Students’ Union</td>
</tr>
<tr>
<td>Speech Against</td>
<td>Free</td>
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</tbody>
</table>

Conference believes

1. The main source of income for the majority of undergraduate students is a maintenance loan from Student Finance England (SFE).
2. Maintenance grant and loans are means tested for the majority of undergraduate students against their parents’ income.
3. Maintenance support is not enough to cover a large proportion of students living costs.
4. Many students now rely on additional income to be able to cover basic living costs.
5. A large number of students experience some level of mental health and stress whilst at University.
6. Young people aged 18 are treated as an adult by the law.
7. Students are struggling to afford the cost of living whilst at university. The cost of living for students is an ever-increasing problem, and has increased at a higher rate than maintenance funding.
8. NUS research shows that many students find it difficult to budget and hardship funds see a spike in applications at the end of each term.

Conference further believes
1. Needing to have a job to cover basic living costs whilst studying can be a cause of additional stress and mental health issues.
2. Maintenance grants and loans should be sufficient to cover basic living costs of all students.
3. Students are being negatively affected by means testing when their parents are unable to financially ‘top up’ or support students financially.
4. University students are considered to be independent adults however are still expected to be reliant on their parents’ income after moving out for University.
5. Many households have an income above £30k however can still struggle to financially support students who are living away from home during their time at University but still have a reduction in maintenance and bursary support.
6. That the replacement of grants and bursaries with loans has caused additional pressure and financial difficulty for students.
7. That maintenance funding support should reflect the reality of students’ needs and should cover basic living essentials.
8. That estranged students become particularly vulnerable during the summer, and their finance packages are often insufficient to meet their living costs.
9. That final-year students experience a steep decline in maintenance funding while many costs (such as rent) do not end early, and current employment rates mean a

significant number of students are unlikely to guarantee a salary will be able to compensate for the reduction in support.

Conference resolves
1. For NUS to actively campaign and lobby the government and Student Finance England to scrap means testing parents income for maintenance support.
2. To actively campaign and lobby the government for maintenance support over the summer period.
3. To reaffirm our commitment to lobby the government for a more realistic student maintenance funding system.

Amendment PC101b – ADD AMENDMENT

<table>
<thead>
<tr>
<th>Title</th>
<th>Pay student loans before the course date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted by</td>
<td>Northumbria University Students’ Union</td>
</tr>
<tr>
<td>Speech For</td>
<td>Northumbria University Students’ Union</td>
</tr>
<tr>
<td>Speech Against</td>
<td>Free</td>
</tr>
</tbody>
</table>

Conference believes
1. Student finance is often paid in excess of two weeks after the stated payment date
2. Students should not be subjected to unnecessary financial stress like this
3. Financial pressures, and their impact on student drop-out rates, are particularly high during the first few weeks of study.

Conference further believes
1. All students should receive their student loan at least one week before their course start date.
2. All forms of student finance should be paid in advance of course start date.

Conference resolves
1. To lobby for Student Finance England and equivalent bodies to make the first student loan payment a minimum of a week before the course start date.
2. To lobby for Student Finance England and equivalent bodies to make termly payments in advance of each term’s start date
3. To set a deadline for Student Finance England and equivalent bodies to implement these changes
Amendment | PC101c – ADD AMENDMENT
---|---
Title | Student Loans for everyone
Submitted by | Exeter Guild of Students
Speech For | Exeter Guild of Students
Speech Against | Free

Conférence believes
1. The interest on the student loans presents an ethical dilemma for many Muslim students who want to attend higher education.
2. The rate of current tuition fees coupled with the absence of interest free student finance is preventing thousands of students from accessing higher education every year and resulting in disenfranchisement.

Conférence Further believes
1. Some of the measures that have been taken by students to avoid the current model to finance their studies can have an adverse impact on their health and studies.
2. The government has developed an alternative model which will be available to ALL students who wish to access it. It has identical costs and repayment terms to the current student finance model, however is administered through an interest free finance mechanism. Although the government initially planned to introduce this model by September 2016, they are yet to do so and refuse to provide information to students affected.
3. That it needs to be acknowledged that this issue is negatively affecting the socioeconomic mobility of Muslim students for generations to come. It vital that that our student guild lobby the department of education to work with priority for the launch of the alternative model.

Conférence Resolves
1. That NUS lobby the Department of Education to provide ethical Alternative Student Finance.
Conference Believes

1. Further Education has been consistently cut since 2010. FE providers are at breaking point, funding per student has not risen in 6 years and colleges are running on bare minimum levels.

2. The Government are undertaking an expansive programme of reform that will change the face of further education provision forever.

3. The Government are currently consulting on T-Levels, with the first T-levels expected to be rolled out in 2019. NUS sits on the T-Level stakeholder group and this is a clear opportunity to ensure the reforms reflect the needs of students.

4. The Government refuse to adequately invest in the reforms. The £500 million announced in the Spring Budget 2017 doesn’t come close to restoring what the Conservatives have cut from FE.

5. The disruptive marketisation of education, combined with the extensive cuts, means more and more colleges are looking to support their income by providing Higher Education courses. Currently, one in ten HE students are also in FE environments.

6. Apprenticeships at a Higher Degree level are becoming increasingly popular, meaning that the number of universities expected to deliver Degree Level apprenticeships is expected to rise.

7. Further Education students are habitually forgotten about in discussions about funding in education; specifically tuition fees, maintenance loans and grants.

8. With the regional rules and shutdown of the learning skills council surrounding SEND/LLD colleges, specialised colleges face closure, and more and more students are blocked from accessing vital education.
9. The Conservative government continues its push to marketise and commodify both Further and Higher Education. Nursing students have lost their bursaries, college students are struggling on the inadequate replacements for the Education Maintenance Allowance.

10. The Institute of Fiscal Studies reports that the FE sector has been proportionally the worst hit by budget cuts: In 1990-91, spending per student in FE was nearly 50% higher than spending per student in secondary schools, but in 2015-16 it was 10% lower. Spending on FE fell faster during the 1990s, grew more slowly in the 2000s, and has been the only major area of education spending to see cuts since 2010.

11. Driven by the commercial logic of the markets, FE institutions are shedding their least profitable courses, on top of government cuts. According to research by the Association of Colleges, 50% of schools and colleges have dropped courses in modern foreign languages as a result of funding pressures. Over 1/3 have dropped STEM (Science, Technology, Engineering, Maths) courses. 67% have reduced student support services or extra-curricular activities, with significant cuts to mental health support, skills training and careers advice. 77% are teaching students in larger class sizes and 50% have reduced the delivery hours of individual courses. 66% have moved from a 4 subject A-Level offer as standard to a 3 subject offer. 72% do not believe the amount of funding they will receive next year will be sufficient to provide the support required by students that are educationally or economically disadvantaged. For example, from 2007 to 2016 college places fell in Scotland from over 379,000 to under 227,000; a decrease of more than 150,000. This has hit mature and part-time students hardest - you can’t access university without first having access to FE.

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

Conference Further Believes
1. NUS is a confederation of Student Unions, 65% of which are at Further Education institutions.
2. NUS supports the National Society of Apprentices, whose leadership team represent 250,000 apprentices.
3. FTOs have a remit to represent all affiliate members, not just those well-developed, well-funded Universities.
4. Educational providers are becoming multi-functional, and the lines between Further and Higher Education are becoming increasingly blurred.
5. NUS needs to provide crucial development and support to FE Students’ Unions and the National Society of Apprentices to enable all learners to express their voice.
6. FE should be geared around the educational needs of individuals and the social needs of society, not the profit motives and ‘employability requirements’ of big business.

7. We need to ensure every student can afford to live decently during their studies - the fight for universal living grants is a fight for accessible, liberated education.

8. The mental health crisis has to be tackled - we cannot leave FE or HE students to struggle without support.

9. FE institutions should be under the democratic and accountable control of students and education workers - those who actually run and use them. Academies should be returned to public hands.

**Conference Resolves**

1. To mandate the VPFE to launch a priority campaign for investment in further education, working in ALL nations depending on each government’s rules.

2. The VPFE to dedicate a stream of this funding campaign to SEND/LLD Learners to fight closures and gain investment VITAL for these learners.

3. To campaign for a grant that is enough to live on for all FE students.

4. To campaign for apprentices to be paid the full living wage.

5. To fight against campus cuts and course closures, for more government funding for FE, and for all academies to be returned to local control and democratic accountability.

6. To work with trade unions like the NEU and UCU to achieve the above.
Conference Believes
1. The black attainment gap is a long-established issue with a trend as far back as national data was gathered.\(^5\)
2. The attainment gap exists along with other inequalities, including disparities in access, continuation and employment outcomes.\(^6\)
3. Over a decade ago the attainment gap was established to predominantly lie with the institutions, and exists after other factors such as socioeconomic background, discipline and institution choices, and entry grades, were accounted for.\(^7\)
4. Academic staff employed within higher education do not reflect the undergraduate or national population regarding race\(^8\), and in particular are missing at senior leadership levels\(^9\).
5. There is not parity within the sector on the courses and institutions attended by students of colour, or for black academics.\(^10\)
6. Black students are significantly more likely to become unemployed on graduation and less likely to experience the benefits of their degree\(^11\).

Conference Further Believes
1. Systemic inequality undermines the real value of our degrees, as well as the whole higher education sector. Race inequity cannot coexist with the internationally leading system we want.

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\(^5\) [www.hesa.ac.uk](http://www.hesa.ac.uk)
\(^6\) [www.ecu.ac.uk](http://www.ecu.ac.uk) – Statistical Reports
\(^7\) [DFES. Research Report RW92, S Broeke, T Nicholls, 2007](http://www.hesa.ac.uk)
\(^8\) [www.hesa.ac.uk](http://www.hesa.ac.uk)
\(^9\) [www.ecu.ac.uk](http://www.ecu.ac.uk) – Statistical Reports
\(^10\) [Aiming Higher: Race, Inequality and Diversity in the Academy, 2015, Runnymede Trust](http://www.ecu.ac.uk)
\(^11\) [www.ecu.ac.uk](http://www.ecu.ac.uk) – Statistical Reports
2. The causes of the attainment gap are multiple and systemic within our institutions\textsuperscript{12}, and require broad approaches from both government and each individual institution.

3. Educational race inequality is further compounded by employer bias, leading to poorer employment outcomes nationally\textsuperscript{13}.

4. Current regulation of universities via the Teaching Excellence Framework does not require improving the attainment gap; while the issues are sector wide, approaches significantly vary by and within each university and other providers.

5. The Teaching Excellence Framework has not been adequately analysed to understand whether it systematically suppresses race inequalities outcomes\textsuperscript{14}.

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

7. Specific challenges on attainment persist in specific disciplines and types of institution\textsuperscript{15}.

8. The Equality Challenge Unit provides a Race Equality Charter which equips committed institutions with a framework to make change around race inequality, including improving the attainment gap\textsuperscript{16}. The Equality Challenge Unit is currently undergoing significant changes to its governance and merging with other sector bodies.

9. The Higher Education Funding Council for England, due to wind down with the introduction of the Office for Students, has enabled projects to work on race inequity via the Addressing Barriers to Student Success funding\textsuperscript{17}.

**Conference Resolves**

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

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

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

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

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

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

\textsuperscript{12} Causes of differences in student outcomes, HEFCE 2015
\textsuperscript{13} https://www.ethnicity-facts-figures.service.gov.uk/ The Cabinet Office
\textsuperscript{14} http://wonkhe.com/blogs/analysis-ethnicity-in-the-tef/
\textsuperscript{15} Undergraduate retention and attainment across the disciplines, Professor Ruth Woodhead, HEA 2014
\textsuperscript{16} https://www.ecu.ac.uk/equality-charters/race-equality-charter/
\textsuperscript{17} http://www.hefce.ac.uk/sas/barriers/
7. Develop materials with the sector, led by black students and academics, relating to decolonising the curriculum across all disciplines.
8. Lobby for further investigation of race inequality in courses with supervision, e.g. nursing, practical arts, apprenticeships, or research.
9. Lobby for institutions to create interventions targeted at students who experience race inequity, including careers advice and scholarships.
10. Lobby for institution-wide and cross-sector approaches to addressing differential outcomes around race, with NUS leading other sector agencies in this work.
11. Lobby for membership of the Race Equality Charter to be a baseline requirement for all higher education institutions.
12. Lobby for HEFCE work and funding on differential outcomes, specifically around race, to continue after HEFCE has wound down.
13. Where possible, work with other student and activist groups and organisations including the Black Students Campaign to raise awareness, campaign and lobby on racial disparities in Higher Education.

<table>
<thead>
<tr>
<th>Amendment</th>
<th>HE101a – DELETE AND REPLACE amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>REPLACE amendment</td>
</tr>
<tr>
<td>Submitted by</td>
<td>NUS Black Students' Campaign</td>
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<tr>
<td>Speech For</td>
<td>NUS Black Students' Campaign</td>
</tr>
<tr>
<td>Speech Against</td>
<td>Free</td>
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Delete CFB4, ADD

Conference believes
1. The attainment gap should be viewed, in part, as a symptom of multiple issues affecting the education sector, which disproportionately impact Black students.
2. These are issues that are exacerbated by the current regime of marketisation and post-2011 reforms within the education sector e.g. the scrapping of maintenance grants, the wedging apart of students from staff by the NSS, casualised employment of academics, the narrowing of opportunities for students to shape curricula, the growing management culture of institutions.
3. Thus tools like the TEF that are tools of that regime should not be used to try and achieve race equality we must be wary to not rehabilitate the TEF.
4. Issues of race inequality cannot be divorced from the other pressures affecting institutions and education on a national scale.
5. The attainment gap is not just an issue for Higher Education.

**Conference further believes**
1. Projects around the attainment gap at Manchester and Birmingham have highlighted the importance of student-led campaigning in campaigning around it.
2. Whilst responsibility lies with institutions, there is a danger of the attainment gap becoming a narrow, top-down, bureaucracy-driven "numbers game" for institutions.
3. NUS should place proportional emphasis on supporting student-led campaigning as well as institutional action against the gap.

**Conference resolves**
1. Ensure that calls for free education, the reintroduction of maintenance grants and democratising our education is central to our messaging around long-term solutions to the attainment gap.
2. To avoid the lure to use the TEF as a tactic in addressing the attainment gap.
3. To work with UCU on developing student-staff campaign strategies for addressing the attainment gap.

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**Motion**

**Title:** Students and Brexit

<table>
<thead>
<tr>
<th>Submitted by</th>
<th>HE Zone Committee</th>
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<tr>
<td>Speech For</td>
<td>HE Zone Committee</td>
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<tr>
<td>Speech Against</td>
<td>Free</td>
</tr>
<tr>
<td>Summation</td>
<td>Proposer of last successful amendment</td>
</tr>
</tbody>
</table>

**Conference Believes**
1. On June 23rd 2016, a referendum that posed the question “Should the United Kingdom remain a member of the European Union or leave the European Union?” resulted in a 51.9% to 48.1% result in favour of leave.
2. NUS had campaigned to remain members of the European Union in the interests of our student members as mandated by National Conference.
3. 74% of all UK voters aged 24 or under voted to remain.

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http://d25d2506sb94s.cloudfront.net/cumulus_uploads/document/640yx5m0rx/On_the_Day_FINAL_poll_forwebsite.pdf
4. Leaving the EU creates uncertainty around the position of UK students studying in EU countries and vice versa and also threatens access to European research funding and could damage long standing academic collaborations

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

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

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

Conference Further Believes

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

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

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

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

5. Since the referendum, the hard line taken by many senior politicians on immigration has seen increases in xenophobic and hate crime incidences, with an increase of 42% just before and after the referendum.19

6. The United Nations Committee on the Elimination of Racial Discrimination has made it clear that many prominent politicians were responsible for this increase in hate crime, xenophobia and intimidation directed at ethnic minority groups in the UK. 20

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

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

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

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

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

**Conference Resolves**

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

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

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

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

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

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

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

8. Work with USI through NUS USI to ensure that students in Ireland and in the Republic of Ireland do not face any new restrictions when travelling, working and studying across the two countries.
<table>
<thead>
<tr>
<th>Amendment</th>
<th>HE102a - ADD amendment</th>
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<tbody>
<tr>
<td>Title</td>
<td>Not Letting the Door Hit Us On The Way Out</td>
</tr>
<tr>
<td>Submitted by</td>
<td>Falmouth and Exeter Students’ Union</td>
</tr>
<tr>
<td>Speech For</td>
<td>Falmouth and Exeter Students’ Union</td>
</tr>
<tr>
<td>Speech Against</td>
<td>Free</td>
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</tbody>
</table>

**Conference Believes**

1. That the outcome of the referendum on membership of the EU in which a majority voted to leave is regrettable.
2. That it is unfortunate that the government and parliament will have to dedicate significant resources to Brexit issues when there are so many other pressing demands, including poverty and the housing crisis.
3. That the Vote Leave campaign should be condemned for the dishonest and divisive messages it delivered in the referendum campaign and its failure to take responsibility for providing a coherent and practical plan for exiting the EU, which has still not been produced.
4. That the increased prevalence in xenophobic and racist threats and violence against both EU citizens living in the UK and British citizens of ethnic minority backgrounds that has taken place since the referendum is abhorrent.
5. The mainstream Brexit campaigns run on anti-migration platforms, and the aftermath of the referendum has caused high levels of insecurity for European students and workers, while the levels of racist street violence have reached worrying heights.
6. That the result of the referendum was motivated by a justifiable sense of economic grievance and alienation from the establishment which came to the fore in the campaign and which had domestic rather than EU drivers, and believes that the UK should seek to resolve its underlying causes through the pursuit of progressive policies rather than from EU withdrawal.
7. That recent downturns in economic prosperity makes the economic outlook for young people even worse than previously, and puts greater pressures on students to push themselves.
8. That the vote legitimised certain conservative values that now being expressed in ways that are detrimental to all liberation groups.
9. We should be challenging the government’s rhetoric and attack on international students at every opportunity.

**Conference Resolves**

1. Approach other organisations and campaigns to build a national umbrella to challenge post-Brexit attacks on migrants and international students and put forward a progressive case for migration.
2. To campaign for a second referendum on the deal negotiated on Brexit.
3. To campaign for continued membership of the single market and the right of EU nationals to live and study here.
4. To clearly campaign against the increasing levels of racism and anti-migrant sentiment that has followed the Brexit vote.
5. To commend the work done by student activists in the run up to the referendum, and to support the continuing work of Youth for Europe.
6. To develop a community engagement strategy and call on Government to focus economic partnerships and widening participation work in regions.

**Amendment**  
**HE102b - ADD amendment**

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<tr>
<th>Amendment</th>
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<tbody>
<tr>
<td>Title</td>
<td>Resisting the Brexit Brain Drain</td>
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<tr>
<td>Submitted by</td>
<td>London Metropolitan University Students' Union</td>
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<tr>
<td>Speech For</td>
<td>London Metropolitan University Students' Union</td>
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<td>Speech Against</td>
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</table>

**Conference believes**

1. That current NUS policy on migration and labour markets recognises the social, cultural and economic value of migration and opposes all forms of racism and the points-based immigration scheme.
2. The existing free movement of labour within the European Economic Area (EEA) is threatened by the EU referendum vote to leave.
3. More than 1,300 academics from the European Union have left British universities in the past year, prompting concerns of a Brexit brain drain.
4. There has been a 30% rise in departures of EU staff in just two years, according to data released by dozens of universities under the Freedom of Information Act.
5. Among those universities most affected were Cambridge, which lost 184 staff in the past year, up 35% on 2014-15, and Edinburgh, which lost 96 EU staff, up from 62 in 2014-15.

6. The 64 universities that offered a figure for the past year said that 1,393 EU staff were leaving. While many will leave as part of natural turnover, it has prompted concerns that the government’s refusal to guarantee the rights of EU nationals is having an adverse effect on their ability to retain staff.

7. Reciprocal barriers to freedom of movement are likely to be placed both on EEA residents in the UK and on current EU residents from the UK living in the EEA.

8. In particular, any restrictions on freedom of movement, and the right to work without discrimination based on nationality, will put increasing competitive pressure on staff, and thus weaken our education.

Conference resolves
1. To campaign to obtain government guarantees that there will be no change of employment or enrolment status for any current EU, EEA, or Swiss staff or students arising from any changes introduced as a consequence of the Brexit negotiations.

2. To call for a guarantee there will be no implementation of any changes to academic qualifications, residential requirements or student fees requirements for staff or students from the EU, EEA, or Switzerland.

3. To work with UCU and other Unions to commit to a joint statement with staff highlighting the contribution of migrants to the UK and opposing the spread of racism and xenophobia in our communities.

Amendment HE102c - ADD amendment

<table>
<thead>
<tr>
<th>Title</th>
<th>Ensure that the UK Government will commit to the continuity of the Erasmus Programme following Brexit</th>
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</thead>
<tbody>
<tr>
<td>Submitted by</td>
<td>Queen Mary Students' Union</td>
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<tr>
<td>Speech For</td>
<td>Queen Mary Students' Union</td>
</tr>
<tr>
<td>Speech Against</td>
<td>Free</td>
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Conference believes
1. That we should add pressure to the Tory government and Mrs May to preserve the Erasmus programme which been a part of the UK for 30 years, allowing many British and other European students to study and live in different countries, while broadening their university experiences.
2. All member states of the EU are automatically enrolled in Erasmus, however Britain's departure would mean millions of students lose out.

**Conference further believes**

1. We need to actively support and promote the retention of our Erasmus programme and get behind campaign's such as Labour Rory Palmer's MEP #ErasmusFutureCampaign.
2. Britain's departure from the European Union, would mean millions of British and non-British would lose this exciting and career shaping chance to build long lasting global relations.
3. The government's current stance demonstrates their lack of interest in the needs of students and their narrow commitment to education.

**Conference resolves**

1. NUS members should support this motion and sign Rory Palmer's Petition so that this matter can be debated in the House of Commons and gain recognition from Mrs May that this is a crucial matter and needs to be included in Brexit negotiations.

<table>
<thead>
<tr>
<th>Amendment</th>
<th>HE102d - ADD &amp; DELETE &amp; REPLACE amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Freedom of movement</td>
</tr>
<tr>
<td>Submitted by</td>
<td>Sheffield SU</td>
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<tr>
<td>Speech For</td>
<td>Sheffield SU</td>
</tr>
<tr>
<td>Speech Against</td>
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</tbody>
</table>

**Conference believes**

**Add CB 8 and 9**

8. In a recent LSE study, young people listed protecting freedom of movement as their top priority in Brexit negotiations.²¹
9. In 2017, NUS National Conference passed a policy stating that “we must continue to defend free movement without shame, compromise or capitulation.”

**Conference further believes**

**Delete CFB1, replace with**

1. Migrants, both students and non-students, should not be treated as bargaining chips throughout the Brexit process.

---
Add CFB 12, 13 and 14
1. Brexit is a threat not only to EU students but also the thousands of academic and non-academic staff in our universities.
2. Attacks on international students are designed to appease a resurgent nationalist right.
3. That NUS must challenge myths about migration and fight xenophobia in society. To argue that students are “not really migrants” or are “the right kind of migrants” is a capitulation to racism and xenophobia: instead, we must stand with a spirit of solidarity with all immigrants living in the UK.

Conference resolves
Delete CR1, replace with
1. To campaign to defend and extend freedom of movement for everyone, not just students and academics.
2. To highlight the negative effect that any further restrictions on free movement would have on students and their families, staff and Higher Education.

Add CR 9
1. To work with the International Students Campaign to fight visa restrictions, landlord checks, NHS charges and other attacks on international students.
Education Zone Motions

Motion | HE103
---|---
Title | High course costs are destroying student mental health

Submitted by | University for the Creative Arts Students' Union
Speech For | University for the Creative Arts Students' Union
Speech Against | Free
Summation | Proposer of last successful amendment

Conference believes

1. NUS currently supports and campaigns for free education for all students.
2. In 2014/15 145,330 students were accepted onto art and design courses in the UK.
3. NUS has conducted research into hidden costs in creative arts courses, but no further action or policy resulted from this.
4. Arts students are expected to shoulder higher (usually hidden) course costs than most non-arts students.
5. There is no current financial support available to all arts students to help cover these additional costs.
6. First year arts students can face significant printing and materials costs for assessments that ultimately do not even contribute to their final degree grade, but still put them out of pocket.
7. Most arts students have to undertake a foundation year in addition to their three years of undergraduate study, meaning their degrees are a year longer than most, resulting in more course costs than three-year degree students, and with no maintenance loan.
8. Arts students are discouraged from using cheaper materials in their final assessments, under the guise of professionalism in their work.
9. Arts students are also expected to purchase expensive equipment, including Apple laptops and Photoshop software, which is a cost that most non-arts students are not expected to incur.
10. Most arts institutions fail to provide a realistic estimate of the course costs that their students will pay throughout their degree.

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https://www.ucas.com/ucas/subject-guide-list/creative-arts-and-design
11. Such high course costs put students’ quality of life at risk.
12. That there is an epidemic of creative students agreeing to work for no pay, in order to gain experience or exposure.

Conference further believes
1. Course costs for arts courses tend to increase as the student progresses, culminating in final assessments that can cost thousands, on top of the consistent cost of materials throughout the students’ degrees.
2. To create their final collections, some fashion students have been known to spend up to £5,000 of their own money on materials.
3. Some arts students feel anxious and demotivated by this level of spending on their education.
4. Art and design courses have a higher proportion of students with specific learning differences, thus disproportionately affecting them.\(^{23}\)
5. Rising course costs has a bearing on student mental health and has led to a rise in people accessing counselling before being expected to spend thousands while on the course to even complete their degree.\(^{24}\)

Conference resolves to
1. NUS will support students’ unions in lobbying their institutions to carry out assessments on course structures to decrease extra costs.
2. NUS will support students’ unions to lobby their institutions to undertake a quality audit of their assessment practices, seeking to understand how they disproportionately affect students from low income backgrounds, as well as affecting BME and LGBT+ students.
3. NUS will support students’ unions in lobbying their institutions to give all students a realistic estimate of additional course costs before starting their course.
4. NUS will support students’ unions in lobbying their institutions to give students personal finance training during their course, including how to document their course spending to submit with their final assessments.
5. NUS will support students’ unions in lobbying their institutions to make progress toward free assessments through new technology (such as use of tablets instead of printed portfolios).
6. NUS will support students’ unions in researching the correlation between hidden course costs and welfare and mental health.

\(^{23}\)https://www.heacademy.ac.uk/system/files/ug_retention_and_attainment_in_art_and_design2.pdf
\(^{24}\)https://www.theguardian.com/education/2016/mar/13/tuition-fees-have-led-to-surge-in-students-seeking-counselling
<table>
<thead>
<tr>
<th>Amendment</th>
<th>HE103a</th>
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<tbody>
<tr>
<td>Title</td>
<td>Smash the Class Ceiling - scrap audition fees at Universities</td>
</tr>
<tr>
<td>Submitted by</td>
<td>East Kent College Students Union</td>
</tr>
<tr>
<td>Speech For</td>
<td>East Kent College Students Union</td>
</tr>
<tr>
<td>Speech Against</td>
<td>Free</td>
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</tbody>
</table>

**Conference believes**
1. That most Drama Schools charge audition fees to prospective students.
2. That these fees do not guarantee you a space at the school, it is simply for the privilege to apply.
3. That many universities are now charging audition fees to students applying for performing arts courses.
4. That some, but not all, institutions have an audition fee waiver or bursaries for students from low-income backgrounds.

**Conference further believes**
1. That audition fees are inherently classist, locking working class students out of even applying to institutions that have them.

**Conference resolves**
1. For NUS to put in a Freedom of Information request to all HEIs to uncover which ones charge audition fees, and to publish this list.
2. For the Vice President Higher Education to produce a toolkit for Students’ Unions to lobby their institutions to abolish audition fees, and/or introduce fee waivers and bursaries.
Amendment HE103b

<table>
<thead>
<tr>
<th>Title</th>
<th>Graduation - The final hidden cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted by</td>
<td>Roehampton Students' Union, The Students' Union at University of West of England</td>
</tr>
<tr>
<td>Speech For</td>
<td>Roehampton Students' Union</td>
</tr>
<tr>
<td>Speech Against</td>
<td>Free</td>
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</tbody>
</table>

Conference believes
1. Most people come to Uni hoping to graduate
2. The moment of physically collecting a degree is a central part of the celebration and experience which surrounds education
3. There are only two providers of most graduation gowns in the UK
4. Graduating in front of a student’s parents/family/supporters can cost 100s of pounds to both the students and their guests
5. Having paid so much to get a degree students shouldn’t have to pay to collect it
6. Like all hidden course costs graduation costs are bad.
7. Graduation is a costly addition to what students already have to pay.
8. Whilst many unions, such as Sunderland and The Students’ Union at UWE have worked on decreasing ticket prices, costs of robes remain high.
9. Ede and Ravenscroft have a monopoly over many institutions’ graduation robes hiring.
10. Ede and Ravenscroft charge on average £45 to hire robes for graduation, which is necessary to wear at the ceremonies.
11. There is little individual institutions can do to affect this price
12. Students should not be priced out of celebrating achieving their degree.
13. Ede and Ravenscroft should provide robes at a more reasonable price, that reflect what newly graduated students can afford.

Conference resolves
1. To conduct research with unions into the average cost of graduation in the UK
2. To work to reduce this cost
3. To investigate a student owned social enterprise model for graduation gowns and photographs
4. NUS should lobby, and put pressure on Ede and Ravenscroft to lower the prices of their robes.
5. NUS should work with institutions to campaign on lower the costs of graduation.
Conference Believes
1. Colleges that withdraw students before 42 days do not have them counted towards official retention, achievement and success rates.
2. Funding and inspection frameworks work within policies whereby colleges and individual tutors are incentivised to remove some students before they have been on courses for 42 days.
3. Colleges and individual tutors implement withdrawals before Day 42 in order to protect their achievement rates.
4. Many students are removed from college within this timeframe and are denied an education.
5. The 42 day rule may significantly and disproportionately disadvantage vulnerable students.
6. Funding and inspection arrangements mean that vulnerable students are often not offered the opportunities they deserve to begin or continue courses of study.

Conference Further Believes
1. That all students deserve to be given a chance to succeed, especially vulnerable students such as care leavers and those experiencing mental health issues. Students who are deemed to be quite troublesome or the ones who need extra support should be provided with such support instead of being removed from their courses because that is the easier option.
2. That Colleges should not be systemically incentivised or put under pressure to cherry pick students for course acceptance or to remove students from courses that deserve an opportunity to grow and succeed.

Conference Resolves
1. That NUS undertake research into the impact of the 42 day rule on students, colleges and success rates.
2. That NUS work with SUs to provide support and lead campaigns to raise students’ awareness of their rights prior to Day 42.
3. That research confirm statements put forward in conference believes 1-6, that NUS support this motion and lobby the Department for Education, decision makers and Ofsted to remove the 42 day policy from funding models and inspection frameworks.

4. That NUS work with stakeholders to introduce funding and inspection frameworks that do not disadvantage students and are equality impact assessed.

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**Motion HE104**

**Title**

Quality of Teaching

**Submitted by**

Manchester Metropolitan University Students' Union

**Speech For**

Manchester Metropolitan University Students' Union

**Speech Against**

Free

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**Conference believes**

1. Students are paying an unprecedented amount in annual tuition to UK universities, with fees for most courses now set to rise to an eye-watering £9,250 per academic year for home students (and higher for international students).

2. People accessing higher education are increasingly being treated as consumers of a commercial product rather than students developing their skills and knowledge.

3. For many students, quality of teaching is essential in determining whether or not they find their time at university engaging and worthwhile.

4. There are wide-ranging discrepancies in the quality of teaching “and in the rigour of processes for monitoring teaching quality” between different universities, and even between departments within the same university.

5. The UK Government’s Teaching Excellence Framework does not adequately consider the experience of students during their course.

6. Many university instructors at all levels are not adequately trained in teaching, and are poorly supported in developing their skills both as instructors and as personal supervisors to students.

7. Students commonly complain across the UK about lectures or seminars that are uninteresting or uninspired as a consequence of this lack of support for teaching staff in developing their skills.

8. Many students complain of lectures where content is itself robust and reflective of the expertise of instructors, but lectures themselves are delivered almost as though the instructor is reading off someone else’s script.
9. With e-resources and the rising digitisation of academic literature, as well as the rise in open access journal content, students increasingly find or believe themselves able to avoid poor quality teaching by doubling down on self-study.

10. There is a similar lack of support for training and development of academic staff as providers of one-to-one support for students; e.g., as personal supervisors or research supervisors.

**Conference further believes**

1. That education is valuable in its own right and not just as a commodity, and the sharing of knowledge for its own sake and for personal development is a moral good. However, in an age where students are paying up to £27,750 in tuition alone for the average degree, they should have a right “as students and consumers alike” to expect quality instruction at their institutions.

2. Lack of support structures and teaching skill development is ultimately harmful to staff, students and to institutional leaders, particularly at universities aspiring to improve their overall performance and student satisfaction rates.

3. The UK Government is increasingly focusing on promoting alternatives to traditional higher education, including accelerated degrees, whilst neglecting the problems within the current education system. It is difficult to imagine how quality provision will be ensured if universities cannot ensure it on existing traditional degree programmes.

4. Students who come from families with no prior experience of higher education are much more likely to struggle with unsupported self-study.

**Conference resolves**

1. To lobby the UK Government to introduce rigorous, national minimum standards for teaching in higher education.

2. To work toward the development of an accredited, national qualification specifically for teaching in higher education, and lobby for this qualification to be compulsory for all core teaching staff.

3. To work with students’ unions and universities to develop more effective support mechanisms for postgraduate students engaged in teaching activity in particular.

4. To work with students’ unions and universities to produce resources and guidance on how to be an effective personal tutor.

5. To campaign for universities to allocate more funds to the recruitment, training and employment of teaching assistants to support the work of university lecturers in particular, and to investigate the international experience with using teaching assistants to enhance teaching quality.
Conference Believes
1. The NSoA believes that the 3 million target for apprentice starts by 2020 is only an achievement if those apprenticeships are of high quality.
2. The NSoA believes there needs to be a method of tracking apprentice progress during and after the apprenticeship, in order to measure quality and success.
3. There needs to be data on what success and progression in apprenticeships is, to enable applicants to get an understanding of career prospects. This will also enable correct information, advice and guidance to be provided.

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

Conference Resolves
1. NUS and NSoA to work with employers, training providers and the Institute for Apprenticeships to create a way of tracking and publishing progression data, in the hope of widening participation.
Conference believes
1. There are 551,595 postgraduate students in the UK.
2. Many universities currently operate bursary schemes for undergraduate students from low income backgrounds. These schemes are usually based on family income data from the UCAS process.
3. Some universities provide bursaries and grants for postgraduate students, either in the form of dedicated schemes or by allowing all students to be considered for the university’s existing bursary scheme. This is often the exception however, with many universities not providing any financial support for postgraduates from low income backgrounds, beyond some emergency hardship funds.
4. This frequently results in the situation whereby an undergraduate from a low income, or otherwise socio-economically disadvantaged background, receives financial support from their university but a postgraduate with the same background does not.
5. The Welsh Government recently announced funding for Welsh universities to provide bursaries and grants for postgraduates from Wales from low income backgrounds in 2018/19 and 2019/20.

Conference further believes
1. Postgraduate study is a vital development opportunity for many students, whether to retrain in a new area of study or to specialize in their existing field of study. Postgraduate study is therefore a useful tool to aid widening participation and lifelong learning.
2. The government postgraduate loans offered to students by the respective governments of the UK don’t currently vary depending on family income, meaning a student from a low-income background gets no more support than any other student.
3. Postgraduate student numbers are rising, and more jobs require postgraduate qualifications. While the current lack of financial support exists, we risk postgraduate study becoming increasingly slanted towards students from privileged backgrounds with prospective postgraduates from low-income backgrounds priced out.

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

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

**Conference resolves**

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

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

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

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

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

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

7. Work with the international students’ section to lobby for more comparatively aligned tuition fees and funding options where possible.
Conference believes
1. The student loans company currently provides a separate ‘maintenance loans’ in addition to a ‘tuition fee loans for undergraduates.
2. Masters students receive a combined ‘Postgraduate Masters’ Loans with a fixed ceiling, which does not take into account the applicant’s potential tuition fees.
3. Consultation was undertaken by government around PG Doctoral loans in late 2016. Following this, there will be ‘Postgraduate Doctoral Loans’ of up to £25,000 available from August 2018. These loans are independent of household income.
4. Tuition fees for PG students have been increasing year on year. This is often done above the rate of inflation and almost always above the rate of increase in loan available to students.
5. There are no current plans by government to remove Postgraduate fees.

Conference further believes
1. Students are taking on multiple jobs to cover their cost of living as the student loans available are not adequate. This places additional stress and time constraints on students who are already in high pressure situations due to their degree. Students have a right to adequate funding in order to live while they study.
2. NUS has a responsibility to represent PG students.
3. Some students are not able to get financial support from family members. Therefore course costs are a better measurement of the financial requirements of students than household income.

Conference resolves
1. NUS will lobby government to provide separate tuition and maintenance loans for postgraduate students, similar to the provision for undergraduate students.

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26 https://www.gov.uk/funding-for-postgraduate-study/
2. NUS will lobby the government to impose caps on PG tuition fees across all universities.
3. NUS will provide SUs with advice on how to better understand PG issues and fight for issues such as increased contact hours, ensuring PG students receive better value for money.
4. To review the first year of the postgraduate loans system and see the impact that the loans have had on the lives of postgraduate students, specifically whether the £10,280 loan is enough for postgraduate students to live on;
5. To bring motion 11 of the 2016 Postgraduate Conference to the National Conference’s attention and to follow through with the policy, including pushing for university fee regulation and looking at new avenues for postgraduates to gain funding.

<table>
<thead>
<tr>
<th>Motion</th>
<th>HE106</th>
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<tbody>
<tr>
<td>Title</td>
<td>Fair Pay and Democracy in Universities</td>
</tr>
<tr>
<td>Submitted by</td>
<td>Sheffield SU</td>
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<tr>
<td>Speech For</td>
<td>Sheffield SU</td>
</tr>
<tr>
<td>Speech Against</td>
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</table>

**Conference believes**

1. In 2015-16, Vice-Chancellors got paid on average £280,877 a year, with the highest paid V-C making as much as £451,000.  
2. Many universities still do not pay their staff a living wage, and the lowest paid staff are disproportionately BAME, migrant and women workers.
3. In most cases, students and workers have little or no say over management and staff pay.
4. In 2017, a campaign led by students and staff at University of Bath forced the highest-paid Vice-Chancellor in the country to resign.  
5. In many universities, including recently the University of Nottingham, student protests pushed management to commit to paying workers a living wage.
6. In 2017, we have seen the victories of outsourced workers’ strikes at SOAS and LSE, which were actively supported by students who expressed their solidarity through actions including joining picket lines, organising rallies, campus demonstrations and

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https://www.theguardian.com/education/2017/nov/28/bath-university-vice-chancellor-quits-after-outcry-over-468k-pay

occupations. These are just a few examples of the many cases of effective student-staff solidarity.\(^{30}\)

**Conference further believes**

1. Pay inequality in universities is a result of marketisation and of the undemocratic nature of education institutions. Universities should not be run like businesses but democratically, in the interest of students, staff and the communities they serve.
2. That one tokenistic “seat at the table” is not enough to achieve meaningful and fundamental change in an institution, especially when that change is not in the interests of those in power.
3. The student movement has a long history of campaigning alongside the workers’ movement. Student and staff unions are stronger when they work together.

**Conference resolves to**

1. To actively support campaigns for fair pay, against outsourcing and pay inequality in post-16 education led by academic and non-academic workers. This should include publicising the campaigns and strike funds, helping students run solidarity campaigns including direct action, inviting trade union activists to speak at NUS events, running workshops and providing resources on practical student-staff solidarity.
2. To run a national campaign for a 5:1 pay ratio between the highest and lowest paid staff in universities and colleges, including outsourced workers.
3. To call for a democratisation of universities: not just for a student place on remuneration committees, but for management to be elected by and accountable to university students and staff.

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\(^{30}\)https://www.theguardian.com/commentisfree/2017/sep/12/college-cleaners-outsourcing-soas
Conference believes

1. There are significant barriers to accessing Higher Education to those from disadvantaged backgrounds and liberation groups.
2. In an effort to widen participation in HE, universities such as Bristol have began giving lower grade offers to prospective students from groups that are underrepresented in HE, through a policy known as contextual offers.  
3. Students who attain a place at university from a contextual offer do not perform any worse than their peers who did not.
4. Due to the effects of marketisation, universities have become more aware of their reputation and the effect that has on their income.
5. Most universities are unlikely to give contextual offers, and one of the reasons for this is fear of falling in the league tables.
6. It has been identified by the Sutton Trust that league tables pose a barrier to universities lowering offers.

Conference further believes

1. Higher Education should be accessible to everyone.
2. Universities should take into consideration the background of students applying to university during the recruitment process, and lower their grade offers according to their context.
3. Contextual offers would make Higher Education more accessible to groups that are currently underrepresented at university.
4. League Tables using entry tariffs to rank universities creates a barrier to the further adoption of contextual offers policies across the sector.

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Conference resolves to

1. To recognise universities that give contextual offers
2. To support and provide resources to Students’ Unions in their efforts to reform their university’s admissions processes to further widen access to education.
3. To actively lobby organisations that produce League Tables not to include entry tariffs as a metric in league table rankings.
4. To actively lobby organisations that produce League Tables to create metrics which are favourable to universities who give contextual offers in aid of widening participation.

Motion HE108

Title Improving Dissertation Support in HE

Submitted by London Metropolitan University Students’ Union

Speech For London Metropolitan University Students’ Union

Speech Against Free

Conference believes

1. Completion of a dissertation, or final research project, is a requirement of many degree programmes.
2. With the weighting of dissertations differing, they can hold huge bearing on the degree classification that an individual achieves.
3. Most Universities have no policy to regulate dissertations at undergraduate or postgraduate level. This has led to extreme variations in: the way dissertations are submitted and marked, the time frame provided to complete a dissertation, what is expected of the supervisor role, and the provision of research methods training.
4. A significant number of postgraduate taught students undergo their dissertation over the summer period, when many academics are on research leave. This can result in supervision and support being harder to access.
5. Many undergraduate courses do not provide optional research training for dissertation students.

Conference further believes

1. There are major concerns for students who have variation between their dissertation submission date and advertised course end date. This can impact on their
accommodation, but more seriously, a significant gap can place tier 4 visa students at risk.

2. Universities should coordinate accommodation contracts to fall more closely in line with final submission periods.

   Every postgraduate student should receive a handbook at the start of their course that provides clarity on the dissertation process, what they can expect from their supervisor, the sources of support available and regulate the dissertation process, including specific expectations of supervisors.

**Conference Resolves**

1. To mandate the VP HE to work with OfS to research and highlight this issue
2. To develop a model policy to campaign on locally with the aim of creating a more consistent and uniform dissertation experience.
3. To lobby for optional research methods training across undergraduate programmes that include a dissertation or large research project.

**Motion**

**HE109**

**Title**

*Value for Money and VC Pay*

**Submitted by**

University of Bath Students’ Union, Coventry University Students’ Union, Edge Hill Students’ Union, University of Gloucestershire Students' Union

**Speech For**

University of Bath Students’ Union

**Speech Against**

Free

**Conference believes**

1. The tuition fees are not the only financial transaction between a student and a University.
2. Students are having to pay extra costs associated with their course in order to succeed, going into thousands of pounds.
3. There is a poor level of consistency across institutions for what students receive from their tuition. For example, some institutions provide free printing, whilst others don’t.
4. Students want a regulator that assesses all financial charges and supplementary costs in order to monitor VfM.
5. OfS has a duty to address student value for money concerns to protect students.
6. Universities should be incentivised to absorb the additional costs of curricular, co-
curricular and extra-curricular activities.

7. University Vice-Chancellors received an average salary package of £277,834 during 2015/2016 – more than six times the average pay of their staff.34

8. In 2015/2016, 23 British universities had increased packages to their Vice-Chancellors by 10% or more. Fifty-five universities paid their heads more than £300,000 and 11 Vice-Chancellors now receive a package worth more than £400,000 a year.

9. A third of universities provide accommodation for their Vice-Chancellor.

10. The ‘exit packages’ for some University Vice-Chancellors (VCs) have made national news with Bath Spa’s VC receiving £808,000 to leave35 and the University of Bath’s VC receiving a total of £600,000 before finally departing including a fully paid sabbatical and a car loan being written off.

**Conference further believes**

1. The size of Vice-Chancellors’ salaries across the country has brought negative attention to the Higher Education Sector at a time where costs incurred by students have never been higher and the value for money is being questioned.36 Such remuneration packages and associated benefits packages are unjustifiable.

2. The decisions to increase Vice-Chancellors’ pay have to be properly justified to University stakeholders.37

3. The pay ratio between those with the highest salaries and lowest salaries at some Universities greater than thirty, causing discontent among University staff and students.38 39

4. The Government should be doing more to regulate what Universities are paying their senior staff, considering Universities are public institutions primarily funded by students and taxpayers.40 41

5. Ultimately the decisions that have led to Vice-Chancellor salaries spiralling out of control without justification are down to poor University governance which has often failed to keep pace with the sector’s growing scale and sophistication.42

6. Students should sit on University Remuneration panels.

7. Students should be made aware about all charges and costs relating to the student experience and related party costs.

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36 http://www.bbc.co.uk/news/education-42166590
37 http://www.bbc.co.uk/news/education-41176337
40 http://www.bbc.co.uk/news/education-42166590
42 https://www.ft.com/content/bd72aad-c520-11e7-8c9a-d9c0a5c8d5c9
41
Conference resolves

1. For NUS to publicly denounce existing standards of university governance and call on and lobby the Office for Students to launch a nationwide investigation into University governance.

2. For NUS to lobby the Office for Students to provide guidance as to good governance for Universities, ensuring complete transparency in all decision-making and that all decisions are made by balancing the interests of students, staff and the wider community.

3. For NUS to work alongside SUs and TUs to produce guidance to a cooperative model of university governance, prioritising democracy, transparency and accountability.

4. For NUS to lobby the Office for Students to recommend that there should be voting student and staff representation on all University governance committees, particularly those that set senior management pay, and ensure the power for setting pay rests with the overall governing body.

5. For NUS to lobby the Office for Students to recommend to Universities that any decision to award a greater increase than the national average in pay to senior management is completely justified to all stakeholders.

6. For NUS to release a statement recommending all Universities review their governance processes with a view to ensure they are completely transparent, democratic, accountable and representative in everything they do.
   a. NUS to lobby OfS to research and publish a Charter on transparency in HE finances
   b. To lobby OfS to ensure regulation causes maximum competition between Universities on providing more without hidden charges
   c. NUS to lobby UUK to ensure students sit on remuneration panels.

7. To work alongside the UCU for a 10:1 pay ratio across all universities and for proportional increases in the pay academic and university staff receive to be the same for all regardless of position.
Motion  HE110

Title  Arts and Humanities Funding Review

Submitted by  The Students’ Union at University of West of England

Speech For  The Students’ Union at University of West of England

Speech Against  Free

Conference believes
1. Arts and Humanities are the most underfunded departments in higher education.  
2. The fees students in these departments pay are being used to subsidise other departments, losing over £5,500 of their fees in some cases.
3. Restricted funding has lead to a decline in the quality of teaching and resources provided to students at many universities across the country.

Conference further believes
1. University Arts and Humanities departments should receive a basic level of credibility and respect, instead of being defunded and forced to get by without adequate levels of financial support.

Conference resolves to
1. To call for nationwide review of Arts & Humanities funding in universities.
2. Universities to record & publish the findings of this review, showing the level of funding for each department, as well as each departments performance.

43 https://www.theguardian.com/education/2015/mar/29/war-against-humanities-at-britains-universities
45 https://www.theguardian.com/education/2009/mar/05/universityfunding-researchfunding
Conference believes

1. The tremendous ‘youthquake’ that took place at the general election in June 2017 came as a result of an enormous surge of enthusiasm generated by Corbyn’s anti-austerity manifesto.

2. In particular, the pledges to abolish tuition fees, introduce a new EMA, and bring back maintenance grants helped mobilise hundreds of thousands of students to turn out and vote for an alternative. May gambled and lost.

3. The Tory government that has emerged from June is weak and divided. They are clinging to power, reliant on reactionary leaders of the DUP for their slim majority. The government is therefore extremely vulnerable mass pressure. An organised movement of students and workers could break it and force an election.

Conference further believes

1. Students cannot afford to wait until 2022 to see the back of the current government or an end to tuition fees.

2. NUS must fight to make Labour policies, including free education, real in the here and now.

3. This means linking up with workers and trade unions that are fighting the Tories and organising to build a mighty student movement.

4. As well as fighting to win the socialist policies in Labour’s manifesto, we must also fight for them to go further.

5. We should demand the writing off of student debt, not just the end of fees. We should fight for universal living grants for students “whether they study at a college or a university.

6. There is huge wealth in society. In the last year alone, the world’s richest 500 people increased their wealth by more than £750 billion. The problem is not the lack of resources; it is the fact that they are concentrated in the hands of a tiny rich few.

Motion HE111

Title Free Education

Submitted by LiverpoolSU, Black Students’ campaign

Speech For LiverpoolSU

Speech Against Free

Summation Proposer of the last successful amendment
This is the wealth which must be used to fund an education system which works for all. We need to take it off the 1%.

**Conference resolves**

1. To call a huge national demonstration in the autumn term; demanding free education, living grants, an end to cuts and fighting to get the Tories out.
2. That NUS must use its resources and authority to energetically mobilise for this demonstration to be a success.
3. To make this a launch for a mass campaign, with a plan for escalating actions, including further protests, strikes and occupations organised around the country.
4. To continue to demand free education and fight for Labour to go further than the 2017 manifesto and demand the writing off of student debt.
5. To call for the abolition of the office for students and bogus Tory “accountability.”

**Motion**

**HE111a – DELETES CR1-5 AND REPLACES**

<table>
<thead>
<tr>
<th>Title</th>
<th>Reject a National Demonstration</th>
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<tbody>
<tr>
<td>Submitted by</td>
<td>University of West London Students’ Union</td>
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<tr>
<td>Speech For</td>
<td>University of West London Students’ Union</td>
</tr>
<tr>
<td>Speech Against</td>
<td>Free</td>
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</tbody>
</table>

**Conference Believes**

1. NUS tactics of prioritising a national demo over lobbying have previously seen the student movement win nothing at all in the HE Bill.
2. In every SU in the UK we know that lobbying and campaigning have to involve different tactics at different times.

**Conference resolves**

1. To reject the notion of an “automatic” NUS Demo every winter and to only consider a demo if the National Conference of that academic year judges it to be the right tactic at the right time.
Conference believes
1. Research in the U.S. and in France has shown that there is systematic bias in job recruitment as a result of discrimination of candidates with non-white sounding names.
2. Research by Dr. Vikki Boliver at Durham University suggests that only 36% of applicants for elite universities from ethnic minority backgrounds receive places compared to 55% of white applicants.
3. Name-blind application processes are already standard practice in recruitment in many companies to remove unconscious bias in shortlisting.
4. The government has committed itself to tackling ‘unconscious bias’ in higher education admissions.

Conference further believes:
1. We live in an unequal society, dominated by privileged groups, where power relations are institutionalised in spaces such as education.
2. Inequalities in education are maintained and amplified as a result of institutionalised forms of bias and discrimination of which the staff and academics involved may or may not be aware of.
3. Name-blind applications will not solve these inequalities on their own, but they have the potential to remove some opportunities for relations of domination to be upheld, and help to promote fair access in education.
4. Applications processes differ from faculty to faculty at many institutions and also courses, so action must be taken across all methods of reviewing applications, including interviews and portfolio applications.
5. We must not allow the government or the Universities to think that name-blind applications are a definitive solution to fair access; we must continue to push for further action against all forms of discrimination and social inequality found in our education system and beyond.
Conference resolves:
1. To call for Universities and their support services to cooperate on developing a better understanding of inequality and bias in UKHE admissions.
2. To call on UCAS to take the necessary steps to open up its data to researchers, whilst also protecting students’ rights to individual data protection.
3. To demand further action to tackle and mitigate bias and inequality in admissions.
4. To demand the further work be done on eliminating bias in interview processes where a University employs them for admissions.
5. To work with SUs on producing further research on issues of bias and inequality in admissions at postgraduate level.

Motion HE113

What the Covfefe? Understanding HE learning in FE spaces

Submitted by Chichester College Student Association, Leeds City College Students’ Union

Speech For Chichester College Student Association

Speech Against Free

Conference believes
1. That all students should expect an excellent experience regardless of where their courses are delivered.
2. Too often higher education institutions and their partner colleges do not have adequate communication or systems to ensure that students have access to IAG services and other activities.
3. Students’ unions (in FE and HE) have an important role to play to ensure effective representation of HE in FE students.
4. That where colleges and higher education institutions have previously had franchise arrangements reforms to higher education have led in many cases to competition between HE and FE providers of higher education.
5. That this has led to a loosening of ties between HE and FE unions where they exist.
6. That colleges need to work very hard to ensure a high-quality higher education environment for HE students eg in the area of access and admissions.
7. That not nearly enough has been done to understand the different learning context of HE students in FE learning environments, and how these students can best engage with their learning and be represented to their institution(s).
8. That in Scotland HE in FE is on the up as providers and Government work together to find pathways that students want that are more local

9. In England the trend is in the reverse, pitting colleges against Universities and pursuing daft schemes like 2 year degrees

**Conference resolves**

1. To research and disseminate the results of the National Student Survey relating to HE in FE

2. To work with the HE Zone and the Union Development Zone to ensure that HE in FE students’ concerns are addressed and the quality of their student experience is continually maintained and improved

3. To work with NUS HE Zone to produce a framework for designing a service level agreement between Higher Education Institutions and their partner college.

4. To promote partnerships between FE and HE institutions as offering choice for students

5. To undertake research to more fully understand the motivations, experience and aspirations of students studying higher education in further education.

6. To produce briefings, reports and other information as appropriate to support HE and FE unions to understand and represent these students.

7. To work with appropriate sector bodies including UUK and the Association of Colleges to advocate for the necessity of ensuring a robust student voice for HE in FE students.
Conference believes

1. NSS response rates in University after University are up and fees will rise regardless of NUS’ failed boycott.
2. A key part of NUS’ HE Campaign 16/17 was promoting an NSS boycott in order to sever the link between TEF and fee increases.
3. Public pressure from NUS, MPs, Lords and effectively lobbying of both the House of Commons and the House of Lords by NUS and other organisations contributed towards the Government temporarily severing the link between TEF and tuition fees.
4. Despite this some pursue an ideological, anti-NSS crusade regardless.
5. The TEF’s reliance on indicators such as employability incentivises institutions to avoid recruiting large numbers of students who face discrimination in the workforce, especially Black students.
6. There is a crisis in HE caused by cumulative effects of repeated reforms which have underfunded education, set it up to function as a marketplace, risks increasing existing attainment gaps which counters ongoing efforts to widen participation.
7. We believe in education that is free at the point of access, as well as free from the dictates of the market: an education that is designed beyond the narrow aim of moulding learners into tools for the workforce.
8. Whilst believing in free education is crucial, prioritising student hardship and stopping further free increases have to be our tactical focus in the year ahead.
9. There is a worrying narrative in some parts of the student movement that suggests that lobbying, student representation and campaigns that don’t involve demos are somehow selling out.
10. Using the right tactic at the right time is what our affiliation fees are for and we should never shy away from our role in speaking truth to power.
11. Students are not consumers, but outright rejecting aspects of the student-institution relationship covered by consumer law fails students who need protections.
12. OfS should require universities to adopt student charters of rights and responsibilities.
13. SU Officers in small and specialist institutions and student reps use NSS data at course level, faculty level and institutional level have argued for and secured massive improvements to the student experience. The idea that surveys are bad but student representation is good is simplistic nonsense.

14. Since spring 2016 HEFCE have announced a refocusing of the NSS on students’ academic experience. This will mean that students’ unions’ education and representative function gets recognition, focus and funding.

15. The government’s efforts to halve the weighting of NSS in TEF is insulting.

**Conference further believes**

1. That research into the views of almost 10,000 students that participated in revealed that students believe that TEF should encompass a number of factors related to the teaching and learning environment not currently in TEF (86% IT, 93% Library, Course Resources 93%)

2. There is less support amongst students for employment metrics being in the TEF than other factors (1 in 4 do not agree they should feature but 90% agree that quality of teachers should be included)

3. Whilst students agree that Universities should be held to account for teaching ‘not good enough to enable them to succeed’, only 34% agree they should be held to account if graduate jobs ratings are poor, and just 18% agree they should be held to account if students drop out.

4. Whilst only around 1 in 5 disagree with ‘Gold, Silver, Bronze’ rankings, 4 in 5 don’t agree that student fees be linked to the rating of the university.

5. Almost no students understand that TEF represents performance against benchmark rather than absolute performance.

6. When considering factors that indicate that a university has excellent teaching, students are over three times less likely to identify high graduate earnings when compared to access to resources.

7. 48% of students would have reconsidered or not applied to their University if they had known it was rated ‘Bronze’

8. 7% of students would have reconsidered or not applied to their University if they had known it was rated ‘Gold’

**Conference resolves**

1. To maintain materials that put forward a vision for a publicly funded and universally accessible post-16 education sector but prioritise stopping fee increases.

2. To campaign for a Teaching Excellence Framework that takes into account the beliefs and actually promotes excellence in teaching.
3. To oppose any boycott or sabotage of the NSS.

4. To embrace elements of the ‘students as consumers’ agenda by working with OfS, CMA and Which? to provide guidance for SUs on using consumer law to protect students’ interests.

5. To work with OfS on changes to the NSS and to reinstate support for SUs in making use of the data.

6. To campaign for a TEF that is capable of responding to students’ own motivations and considerations when selecting an HEI - which suggests a move away from three marketized medals, towards a highly diverse set of assessments and metrics data that applicants can use individually to make sophisticated choices.
## 300 Union Development Zone

### Union Development Zone Proposals

<table>
<thead>
<tr>
<th>Motion</th>
<th>UD101</th>
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<tbody>
<tr>
<td>Proposal</td>
<td>Our Unions have, and always will be, Political</td>
</tr>
<tr>
<td>Submitted by</td>
<td>Union Development Zone Committee</td>
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<tr>
<td>Speech For</td>
<td>Union Development Zone Committee</td>
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<tr>
<td>Speech Against</td>
<td>Free</td>
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<tr>
<td>Summation</td>
<td>Union Development Zone Committee</td>
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</table>

### Conference Believes

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

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

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

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

### Conference Further Believes

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

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

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3. The ability of Union’s to take political action and run political campaigns is both consistent with our history and a requirement for our future.
4. We will only and can only change the Further and Higher education landscape through, collective and powerful, political action and negotiation. This must be done with our Students Unions at the very forefront.
5. The protection of political activity and campaigning of Students Union’s is pivotal to the future of the Student movement more broadly

**Conference Resolves**
1. For the Union Development Zone to better support student unions in response to the Charity Commission’s clamp down on political activity and campaigns by running specific support sessions at its training conferences.
2. To resist attacks on our Union’s political rights and freedoms, including the disarming of our collective organisations through anti-union laws
3. To work with and support UCU, TUC and other trade unions that have also been subject to legislation limiting their ability to organise.

**Amendment**

<table>
<thead>
<tr>
<th>Amendment</th>
<th>UD101a - ADD AMENDMENT</th>
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<tbody>
<tr>
<td>Title</td>
<td><strong>Defend SUs – Stop Victimisation</strong></td>
</tr>
<tr>
<td>Submitted by</td>
<td>Sheffield SU</td>
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<tr>
<td>Speech For</td>
<td>Sheffield SU</td>
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<tr>
<td>Speech Against</td>
<td>Free</td>
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**Conference Believes**
1. In February this year, the Campaigns Officer at Arts Students’ Union had her staff card blocked, was banned from campus unless granted a special permission by security, and was placed under disciplinary investigation after taking part in an occupation against the university’s complicity in gentrification.
2. This is just one recent example of university management victimising student officers and activists. Previous examples include, among many others: students being pepper-sprayed by police during a free education protest at Warwick in 2014, police being called on protesters in Birmingham on the same year, 15 activists including the SU President and other officers being taken to court by UAL after an occupation in
2015, and students in Manchester facing a disciplinary after a 2017 Israeli Anti-
Apartheid Week banner drop.

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

**Conference Further Believes**
1. Repression of activists by university management is an attack on free speech and
   freedom of expression.

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

**Conference Resolves**
1. To campaign against the repression of students and their unions’ political activity.

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

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

### UD102

**Proposal**

A new strategy for engaging disability specialist students’ union

**Submitted by**

Union Development Zone Committee

**Speech For**

Union Development Zone Committee

**Speech Against**

Free

**Summation**

Proposer of the last successful amendment

### ConferenceBelieves

1. The NUS is increasing its members, relationships and interaction with disability specialist institutions and Students’ Union’s from across the country.
2. We are seeing educational institutions under strain from increasing pressure on resources for disabled students. With an increase of demand on services, the Government has been inadequate in ensuring the required funding reaches the necessary institutions.
3. The United Nations has criticized the UK’s ‘failure to uphold the disabled people’s rights across a range of areas’ including education.48

### ConferenceFurtherBelieves

1. We need to ensure all of our resources and support mechanisms are fit for purpose and accessible by disabled students and specialist institutions and students’ unions.
2. We must ensure our conferences; training programs and events are accessible by all of our members.
3. To accomplish this, we must think holistically about a new strategy surrounding our engagement with disability specialist Students Union’s.

### ConferenceResolves

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

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

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<tr>
<th>Motion</th>
<th>UD102a - ADD Amendment</th>
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<tbody>
<tr>
<td>Title</td>
<td>One size doesn't fit all</td>
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<tr>
<td>Submitted by</td>
<td>Derwen College</td>
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<tr>
<td>Speech For</td>
<td>Derwen College</td>
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<tr>
<td>Speech Against</td>
<td>Free</td>
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**Conference believes**

1. NUS is the self-professed national voice of students with around 600 affiliated students' unions
2. NUS members include higher education institutions, further education institutions and apprenticeship providers.
3. Within our members are specialist institutions including Derwen College, a specialist residential FE college for learners with learning difficulties and disabilities
4. NUS liberation campaigns are at the heart of our work, fighting for liberation from oppression
5. NUS this year has continued to develop the training programme - FE leaders - developed specifically for learners with learning difficulties and disabilities and has continued to address inclusive practice

**Conference further believes**

1. Learners with learning difficulties and disabilities are entitled to a voice within our structures and to have their views listened to and their voice heard
2. NUS prides itself on access awareness, but, despite some raised awareness, continues to fall short for learners with learning difficulties and disabilities. Our campaigns and conferences remain largely inaccessible to this group
3. NUS has a continuing duty to ensure that all members are able to understand processes, to make an informed decision and choice. However, if learners with learning difficulties and disabilities cannot understand or interpret the information provided by NUS, then this is a barrier to participation
4. Learners with learning difficulties and disabilities are very limited in their choices for further education and it is essential that their rights are promoted, defended and extended.

5. Whilst much valuable work has been ongoing within NUS on addressing accessibility issues for this group of learners a more dedicated and far more consistent programme of training and a considerable organisation wide cultural shift continues to be required.

**Conference resolves to**

1. To continue to further develop, maintain and deliver the FE Leaders programme developed specifically for learners with learning difficulties and disabilities.
2. A further call for the VPFE and VPUD to work together with the Disabled Students' Officer to review NUS information, seeks and undertake relevant training and produce accessible versions.
3. A continued call to the Disabled Students' Officer to work with the VPFE and VPUD to support Derwen Students' Union and other affiliated specialist providers to further understand the needs of specialist colleges and to ensure that training is relevant to need.

**Union Development Zone Motions**

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<tr>
<th>Motion</th>
<th><strong>UD103</strong></th>
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<tbody>
<tr>
<td>Title</td>
<td>Media Response Unit</td>
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<tr>
<td>Submitted by</td>
<td>Royal Conservatoire of Scotland Student Union</td>
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<tr>
<td>Speech For</td>
<td>Royal Conservatoire of Scotland Student Union</td>
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<tr>
<td>Speech Against</td>
<td>Free</td>
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**Conference believes**

1. It has become increasingly clear that the mainstream press are often very hostile towards student activists from our member unions, including sabbatical officers.
2. This includes smear campaigns being run in articles online and in the printed press, and by journalists on social media.
3. Negative press can have a detrimental impact on the physical and mental wellbeing of members compromising their health.
4. False media stories and narratives from mainstream media on student-led activism can result in abuse, both physically and online, which is a serious safety concern for our members.

5. The purpose of these smears is to serve as a silencing mechanism, especially for those pursuing progressive/left-wing activism.

6. These attacks are often highly racialised and gendered.

**Conference further believes**

1. As an umbrella body for unions across the UK, it is paramount to show solidarity and support to member unions and students who face difficulties from the press who push false stories and narratives of student activism.

2. The NUS should provide resources that support member unions and student to navigate through negative press.

**Conference resolves**

1. Launch an Activist Media Training programme for student activists, organisers and officers.

2. Establish a Helpline for Student Unions and student groups to provide legal expertise for student organisers facing potentially defamatory, slanderous or otherwise hostile stories in the media.

3. Establish a ‘Know your Rights’ legal briefing toolkit.

4. Create a tour of Student Union and regions highlighting the impact of negative press and how to deal with it, as well as to empower Student Union and students to continue with their activism in potential adverse environments that are created as a result.
Conference believes

1. BAME Students are less likely to be involved in sport than students who are White British.49
2. Disabled people are twice as likely to be physically inactive than people who are not disabled.
3. Nearly half of LGBT+ students do not participate in sport and perceive the culture as alienating and unwelcoming.50
4. There are 10% fewer women students engaging in Sport.51
5. Sports club culture has been linked to ‘lad culture’, which enables misogyny and sexism.52
6. This lad culture can spill over into verbal and physical sexual harassment in sports social settings.53
7. The United Nations High Commissioner for Human Rights has previously urged U.K. authorities, media and Studies show that participation in sport improves mental health and wellbeing.
8. Positive academic achievement has been linked with sports participation.
9. There is a strong link between sports participation and employability.
10. Positive effects of sports participation help to increase retention at institutions.

Conference further believes

1. Sport at institutions is an integral part of the student experience, with 71% reporting better physical health and 48% reporting better mental health as a result of sport involvement.54
2. All students, regardless of disability, sexuality, race, religion or gender should be able to access sports without fear of discrimination.

49 Sport England, 2013. Evaluation of Active Colleges
50 NUS, 2012, Out in Sport: LGBT+ Students’ Experiences of Sport
51 BUCS, Women in Sport, 2014. “Get started on the right foot” Activating women’s sport in Higher Education
3. There is a clear link between highly priced sports memberships, and low membership numbers. The idea of ‘free sports’ and subsidising club memberships is becoming more common in institutions, but more needs to be done.

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

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

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

**Conference resolves**

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

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

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

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

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

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

8. The National Union of Students’ will circulate resources on the This Girl Can Campaign.

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

Motion **UD105**

<table>
<thead>
<tr>
<th>Title</th>
<th>National Postgraduate Representation</th>
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<tbody>
<tr>
<td>Submitted by</td>
<td>University of Birmingham Guild of Students,</td>
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<tr>
<td>Speech For</td>
<td>University of Birmingham Guild of Students</td>
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<tr>
<td>Speech Against</td>
<td>Free</td>
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**Conference believes**

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

**Conference further believes**

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

**Conference resolves**

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

**Motion**

<table>
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<tr>
<th>UD106</th>
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<tbody>
<tr>
<td><strong>Title</strong></td>
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<tr>
<td>Submitted by</td>
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<tr>
<td>Speech For</td>
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<tr>
<td>Speech Against</td>
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</tbody>
</table>

**Conference Believes**

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

**Conference Resolves**

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

<table>
<thead>
<tr>
<th>Motion</th>
<th>UD107</th>
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<tbody>
<tr>
<td>Title</td>
<td>Hello, is it Nightline you’re looking for?</td>
</tr>
<tr>
<td>Submitted by</td>
<td>The Students’ Union at University of West of England</td>
</tr>
<tr>
<td>Speech For</td>
<td>The Students’ Union at University of West of England</td>
</tr>
<tr>
<td>Speech Against</td>
<td>Free</td>
</tr>
</tbody>
</table>

**Conference believes**
1. University Nightlines are incredibly important services giving students a confidential outlet in which they can discuss issues they may be having.55
2. Nightline is distinct as a welfare service due to its peer-to-peer nature.
3. Universities can be a barrier for the establishment of a Nightline service with regards to funding, infrastructure and welfare.
4. The Nightline Association currently does not provide Students’ Unions with adequate support to lobby their Universities to fund Nightline services56.
5. University Nightlines create opportunities for students to improve their listening skills, increase their confidence and give them an insight into student welfare57.

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

**Conference resolves to**
1. NUS should work in collaboration with the Nightline association to build accessible resource packs for Students’ Unions to be able to effectively lobby their Universities to establish these key out-of-hours services.

55 https://www.nightline.ac.uk/about-nightlines/
56 https://www.nightline.ac.uk/universities-student-unions/
57 https://www.nightline.ac.uk/2014/08/facts-statistics-summary/
Conference believes
1. The work done by Union employees, both student staff and permanent staff, is extremely valuable.
2. The living wage, as dictated by current government regulation, is insufficient.
3. Providing a more suitable hourly rate to Union employees will reward them for their hard work, and in turn improve their quality of life.

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

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

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

Conference further believes

1. It is clear that the current NUS governance reforms proposals have not gained enough political agreements
2. NUS reforms have not been brought to this conference
3. As the NSOA reforms were being looked at as part of the governance reforms which will now not be passed, once again the NSOA and apprentices are without recognition and constitutional rights
4. Practically this means that once again apprentices from the NSOA are not able to be involved in NUS democracy or structures. This means they are not able to vote, stand in elections or shape our policy making process.

5. This is not good enough. NUS need to act now and ensure that NSOA have a genuine and fair voice around the table.

6. By working together, NUS and NSoA can provide better representation for apprentices.

**Conference resolves to**

1. NUS and the NSOA should urgently create an apprentice task and finish group to create and publish proposal to enshrine NSOA into the NUS constitution.

2. This group should be made up of representatives from the NSOA, NUS President, NUS Vice President Union Development and Vice President Further Education.

3. This group should be joint chaired by NUS and NSOA.

4. This group should produce an options paper and rule change motion which can be submitted to next annual conference.

5. The group should bring forward proposal to the October 2018 meeting of the NUS NEC and NSOA leadership meeting.

6. To mandate the NUS NEC to submit a rule change motion which enshrines the NSOA in the NUS constitution by December 2018.

7. To explore with DPC and the CRO what transitional arrangements can be made to ensure that apprentices and the NSOA are able to access NUS structures during this period of time.

8. NUS UK should support and work with the NSoA on the four main priorities set out by the NSOA leadership team:
   a. Apprenticeship Pay
   b. Quality Apprenticeships
   c. Cost of Living
   d. Transport
Conference believes
1. That the 1994 Education Act made it mandatory for Higher Education institutions (HEIs) in England, Scotland, and Wales to have an autonomous Students’ Union.

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

Conference resolves
1. To mandate the Vice President Union Development to lobby the UK Government around improving and expanding Students’ Unions legal protections in the Education Act.
2. This will include lobbying to add a learner voice framework requirement for apprenticeship training providers.
3. This will include lobbying for it to be mandatory for Further Education providers and colleges to have an autonomous Students’ Union.
4. The Vice President Union Development will consult with NUS-USI, as Northern Ireland is not covered by the Education Act, to lobby for these requirements for student voice and representation to be in place in Northern Ireland as well.
<table>
<thead>
<tr>
<th>Motion</th>
<th>UD111</th>
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<tbody>
<tr>
<td>Title</td>
<td>Defending Freedom of Speech</td>
</tr>
<tr>
<td>Submitted by</td>
<td>Goldsmiths Students’ Union, Black Students Campaign Committee</td>
</tr>
<tr>
<td>Speech For</td>
<td>Goldsmiths Students’ Union</td>
</tr>
<tr>
<td>Speech Against</td>
<td>Free</td>
</tr>
<tr>
<td>Summation</td>
<td>Proposer of last successful amendment</td>
</tr>
</tbody>
</table>

**Conference believes**

1. The National Union of Students has a No Platform policy which was introduced in 1974 and is voted on every year.\(^{58}\)

2. As part of the Counter Terrorism and Security Act 2015, under the Prevent Duty, the government made it mandatory for all public bodies - including schools, colleges, and universities - to have due regard for the need to be drawn into terrorism. Under government guidance, education institutions are trained to monitor the behaviour of their members, encouraging staff to raise concern over their members lives inside or outside of the institution\(^ {59}\).

3. On October 19\(^{th}\) 2017, Jo Johnson called on the Office for Students (OfS) to champion free speech in universities, with the aim of ensuring that “students are exposed to a wide range of issues and ideas in a safe environment without fear of censorship”.\(^ {60}\)

4. Following this, Jo Johnson announced that the Office for Students would take a more aggressive role in securing freedom of speech in universities, including fining institutions for failing to uphold it.

5. An outrage about ‘Free Speech’ in universities has been manufactured in recent years by the government and press.

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

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

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\(^ {58}\) https://nusdigital.s3-eu-west-1.amazonaws.com/document/documents/31475/NUS_No_Platform_Policy_information_.pdf?AWSAccessKeyId=AKIAJKEA56ZWXFU6MHNQ&Expires=1517789896&Signature=wiJ7SvTR6MKdStA16OEj/Eto1%3D

\(^ {59}\) https://www.gov.uk/government/publications/prevent-duty-guidance

\(^ {60}\) https://www.gov.uk/government/speeches/free-speech-in-the-liberal-university
8. Alongside this, the OfS will be enforcing the Prevent duty, to ensure that universities comply with the racist and repressive PREVENT agenda.

**Conference further believes**

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

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

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

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

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

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

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

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

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

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

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61 https://www.timeshighereducation.com/opinion/if-ofs-all-about-freedom-speech-policy-must-least-be-consistent
64 http://www.spiked-online.com/newssite/article/preventing-free-thought-on-campus18062#.Wnc46jTLJU
11. Student events have come under heavy restrictions and censorship under the Prevent duty. This includes demands for security, monitoring or vetting guests.

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

**Conference resolves to**

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

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

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

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

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

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

7. Campaign for an end to extra restrictions and bureaucracy being applied to events and student activities under the Prevent duty.
**Amendment**  
**UD111a - DELETES main motion and REPLACE with amendment**

<table>
<thead>
<tr>
<th>Title</th>
<th>Affirm Conference's Commitment to Freedom of Speech</th>
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<tbody>
<tr>
<td>Submitted by</td>
<td>Kings College Students’ Union</td>
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<tr>
<td>Speech For</td>
<td>Kings College Students’ Union</td>
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<tr>
<td>Speech Against</td>
<td>Free</td>
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**Conference believes**

1. Free speech is defined as the freedom to express any views or opinions, without censorship or restraint, which do not contravene existing UK law.⁶⁵

2. This year, King’s College, London Students Union employed a ‘Safe Space’ policy during a student led event with a democratically elected Member of Parliament.⁶⁶

3. The Chancellor of Oxford University decried as ‘fascistic behaviour’ the trend of certain Students Unions to censor or ban controversial speakers, labelling ‘Safe Spaces’ and ‘No-Platforming’ as ‘fundamentally offensive’.⁶⁷

4. Professor Dennis Hayes, of Derby University, noted in June 2017 that a ‘climate of censorious attitudes’ has left academics at British Universities ‘in fear of their jobs’.⁶⁸

5. The President of Sussex Students Union, Frida Gustafsson, was threatened with a No-Confidence Vote for taking a picture with a democratically elected Member of Parliament.⁶⁹

6. The government have deemed it necessary to create the new Office for Students with powers to fine, suspend, or deregister universities that do not protect free speech under law.⁷⁰ [6]

**Conference further believes**

1. Universities should be places where different points of view are aired, debated and rigorously interrogated.

2. In order to foster comprehensive and rigorous debate, students, academics, and guests of student societies should feel free to voice controversial opinions that do not contravene UK law.

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3. The censorship of democratically elected Members of Parliament, outside of what is already regulated by UK law, is antithetical to liberal democratic principles of freedom, and is regrettable.

4. The trend within UK universities, and their student unions, to stifle or ban controversial speakers through safe spaces and no-platforming, beyond what is already legislated for under UK law, is regrettable, and must be reversed.

**Conference resolves**

1. To call for all student unions to drop their safe space and no-platform policies.

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<tr>
<th>Motion</th>
<th>UD112</th>
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<tbody>
<tr>
<td>Title</td>
<td>LGBTQ+ Safety &amp; Satisfaction Survey</td>
</tr>
<tr>
<td>Submitted by</td>
<td>Huddersfield Students’ Union</td>
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<tr>
<td>Speech For</td>
<td>Huddersfield Students’ Union</td>
</tr>
<tr>
<td>Speech Against</td>
<td>Free</td>
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**Conference believes**

1. A report by Centre for Education and Inclusion Research (CEIR), states that Individuals' sexual and gender identities may influence university choice-making (which is not to suggest that LGBT+ students make decisions solely based on their gender or sexual identities) and that Research with LGBT participants points to the importance of geography in university choice making.

2. LGBT+ students also attribute Scene size and vibrancy as a key factor for some prospective LGBT students: universities with large scenes nearby are thought to be more tolerant and supportive (Epstein et al, 2003; Taulke-Johnson, 2010a; Valentine et al, 2009)

3. University information may also influence choice of institution for LGBT students: Valentine et al’s (2009) research indicated that positive images of LGBT people in university brochures, prospectuses and on websites had influenced students’ decisions

4. American research (Kane, 2013) has indicated that the existence of an LGBT student organisation is used as a key indicator of a safer? Campus

5. At the present time, there is no way of comparing if universities are specifically LGBT+ friendly or have a high LGBT+ student satisfaction
Conference further believes
1. This would provide incentive for universities and unions to improve as well as allowing prospective students to make more informed decisions for their safety and wellbeing.

Conference resolves to
1. NUS should be central to creating an LGBT+ Satisfaction Survey. This survey would allow all LGBT+ students to provide feedback that shows each universities level of LGBT+ friendliness, safety and satisfaction.
2. NUS should produce results of the survey intended for LGBT+ students to report their experiences and prospective LGBT+ students to compare different universities and unions.
3. This survey should be built into annual communications to support and grow institutions satisfaction for its LGBT+ students.

Conference Believes
1. According to Food Standards Agency research, “around 1 to 2% of adults and 5 to 8% of children in the UK have a food allergy” in addition to the 1 in 100 people who have Coeliac Disease.
2. That Diabetes UK research shows that 1 in 17 people live with Type 1 or Type 2 diabetes.
3. That non-medical dietary needs exist, including due to religious beliefs such as Kosher and Halal diets, as well as arising through lifestyle choices.

Conference Further Believes
1. That European Union Food Information for Consumers Regulation (EU FIC) came into force in 2014 and requires food manufacturers to explicitly highlight food allergens on labels.
2. That there is an increased awareness amongst the student body about the diversity in dietary requirements be it due to religious beliefs, medical reasons or otherwise.
To provide value to all its members, the NUS must ensure their dietary needs are met by universities, Unions and in catered accommodation. This cannot be ensured on a national scale without NUS lobbying.

3. That a food allergy or dietary need can be a major barrier in both self-catered accommodation and catered accommodation alike.

4. That the idea is supported by the student body at Exeter, as seen through our democratic process of Student Ideas. It has also been a recurring theme on officer manifests since 2014. It is important to represent the needs of all our members and this is a national theme in grand scheme of issues.

**Conference Resolves**

1. That NUSSL should work to increase food provision and expand their range to provide for more dietary needs, including accommodating them in NUS Meal Deals.

2. To accommodate for dietary needs in NUS Meal Deals - expanding the range offered through NUSSL.

3. To monitor trends in student dietary requirements and raise awareness for these in NUS affiliated unions.

4. To support Union officers in campaigning for accommodation of dietary requirements in their own regions.

5. To lobby the government to maintain EU FIC in UK law and strengthen legislation to reflect modern dietary requirements following withdrawal from the European Union.

6. That NUS explores partnerships with leading food charities such as Coeliac UK, the Vegan Society and the Halal Food Authority to raise awareness and recognise diverse dietary needs.

7. That NUS launch a Food Survey to Unions that assesses existing provision for dietary needs. This should exploring good practice and inform a Food toolkit to be used by Unions and better the experience on campus.
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<tr>
<th>Motion</th>
<th>UD114</th>
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<tbody>
<tr>
<td>Title</td>
<td>Get BAME Students involved!</td>
</tr>
<tr>
<td>Submitted by</td>
<td>Northumbria University Students’ Union</td>
</tr>
<tr>
<td>Speech For</td>
<td>Northumbria University Students’ Union</td>
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<tr>
<td>Speech Against</td>
<td>Free</td>
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Conference believes
1. A number of professionals within universities, including open day representatives, should encourage BAME students to get involved with extra-curricular activities
2. Increasingly, institutions are encouraging their students to join in with elections and involvement in University decisions
3. Unions which have successfully been able to encourage BAME students to get involved should share best practice with other unions and institutions to ensure consistency

Conference further believes
1. Policies in place at the moment are ineffective tools for addressing these issue at present
2. Universities have an obligation to ensure that such inequality does not take place and their policies promote an inclusive environment that allows students of all ethnicities to take part in extra activities
3. Students’ Unions should monitor statistics across all activities to ensure there is a healthy involvement of BAME students, including their democratic elections

Conference resolves
1. To conduct a piece of national research looking into the BAME students that do get involved within extra-curricular activities and encourage them to share best practice
2. To place emphasis on CV-building through extra-curricular involvement
3. To make BAME students in particular more aware of University decisions and policy changes that may affect them
Conference believes
1. The average size of women in the UK is a 16, as concluded by a sizing study in 2002.
2. The previous study before this was conducted in the 1950’s and placed women at an average size 12 which is smaller than today’s standard size 12.
3. Media has shaped views of ideal body image and advertisements and mannequins are in the public eye constantly when shopping at both in-store and online fashion retailers.
4. The stigma with body shape has caused multiple eating disorders, 1.6 million people in the UK are reported to have signs of an eating disorder with 14-25-year olds most affected.

Conference resolves
1. Fashion retailers used by NUS should begin to introduce various sized models for advertisements in order to be part of the NUS extra card to promote beauty in all its shapes and sizes.
2. As the majority of university students sit in the age group that is most affected by eating disorders, the NUS should take responsibility to ask retailers who are part of the NUS extra card to select models, who reflect the people of this country, as part of their advertisements, in order to be part of the NUS discount card.
Conference believes

1. In the past few years, there has been a gap in terms of representation from the lesser heard from part-time and mature students.
2. In 2016, the part-time and mature students section approved policy to push for a full-time officer to represent their interest. At the minute, it is still a voluntary role and not much information can be gleaned from NUS’ website.
3. In the last two years, there has not been many campaigns or activities aimed at tackling the needs of part-time and mature students who often feel left out and isolated in FE and HE institutions.
4. Unions in HE tend to focus on the 18-21 UG group unless there happens to be a passionate officer or a student who pushes otherwise.
5. There has been a lack of NUS material on the needs of this group of students nor a full properly supported network to be tapped into as is for example activities officers or education officers.
6. This has meant that at a national level there has been a lack of focus on this group of students such as on mature students’ bursaries and locally, unions who are often busy with the usual hubbub don’t have any national prods to help them better represent part-time and mature students.

Conference resolves

1. To urge NUS to undertake research into what the needs of part-time and mature students are with consultation from students within that group as well as unions.
2. To look and review the representation of part-time and mature students and see if it is possible to have a place on the NEC that is reserved for Part-time Students and look into the possibility of a Full time part-time officer or an arrangement that would suit that particular group of students.
3. To provide resources for unions to take advantage of to better represent and help part-time and mature students and to get the wins that matter to them.
Conference believes

1. Students volunteering in communities have been a long-standing tradition within unions.
2. Some of these projects have been initiated by unions and have led to award winning projects and policies such as the NUS Green Award and Middlesex's successful integration of refugees.
3. That student volunteering creates a sense of bond with the local community and helps students feel more at home while boosting their CV and giving something back to society.

Conference resolves

1. For NUS to undertake research into the student community volunteering sector across the UK to identify issues and areas of best practice.
2. For NUS to support unions in establishing community links and volunteering opportunities within their local region with a guide or toolkit.
3. For the VP Society and Citizenship to look into the setting up of regional networks so unions can work together on local issues including volunteering and lobby the local authority or devolved government.
4. For the VP Society and Citizenship to promote student volunteering and the good students contribute to communities and to work with the VP Union Development to link this in with #LoveSUs and other forms of communication so all unions can showcase their amazing work.
Conference believes
1. Students’ Unions are a vital source of engagement, satisfaction, and improvement in education, both in the UK and the wider world.
2. That Students’ Unions are hubs of social action and change, often at the forefront of progressive thought and campaigning.
3. That Students’ Unions continue to be at threat due to an aggressive and hostile policy environment which undermines the work which we do, the rhetoric of protecting free speech from the current government is an example of this.
4. That championing Students’ Unions, their work and their influence both in the sector and to wider society is a vital role, and that NUS should always be that champion.

Conference further believes
1. That the #LoveSUs annual launch in October/November time was established, partly, to give Students’ Unions something to combat the ‘November Blues’ that sweeps across the movement.
2. This year in November we received an email from the VP UD telling Students’ Unions that #LoveSUs would be used to profile the positive impact that Students’ Unions have had on students and student officers, but that this would be delayed until at least January.
3. This meant that the collectivism and celebration of Students’ Unions and their Students during the ‘November Blues’ period was missed.

Conference resolves to
1. For #LoveSUs to be run annually by NUS to celebrate Students’ Unions, and be launched during the ‘November Blues’ period.
2. For the VP UD to champion #LoveSUs throughout the academic year.
3. For the VP UD to create a toolkit to help Students’ Unions #LoveSUs locally, as mandated in conference policy last year.
4. For the VP UD to host an annual #LoveSUs reception, inviting key stakeholders and decision makers; for example government and political party officials, Universities UK representatives, Trade Unions, volunteering organisations, etc. to celebrate the best of what SUs do, and to show the power and influence of our movement.

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<tr>
<th>Motion</th>
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<tbody>
<tr>
<td>Title</td>
<td>Researching Students’ Unions and Sustainability</td>
</tr>
<tr>
<td>Submitted by</td>
<td>UEA Students' Union</td>
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<tr>
<td>Speech For</td>
<td>UEA Students' Union</td>
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<tr>
<td>Speech Against</td>
<td>Free</td>
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**Conference believes**
1. Research (and therefore comprehensive knowledge) on students’ unions in relation to sustainability in non-existent but needed.

**Conference further believes**
1. NUS should encourage research to systematically and comprehensively understand students, students’ unions and NUS itself in relation to sustainability.

**Conference resolves**
1. Develop and offer at least 5 dissertation topics annually - related to NUS and sustainability - as part of Dissertations for Good. Also, encourage dissertations in collaborations with individual students’ unions or collectively.
2. Obtain research funding from relevant bodies to increase available funds to encourage research on the given topic.
3. Develop partnerships with UK universities to enable and fund PhD positions related to exploring the topic of sustainability related to students’ unions and students at large.
Conference believes
1. Many FE Colleges use student voice as a tick box exercise, with Student Unions not being given the support and investment deserved from their senior leadership teams.
2. Further Education Student Unions can benefit all students with sufficient support and finance from their college and guidance from NUS.
3. Student unions are perceived as being society focused which underplays the work of student voice and representation.

Conference further believes
1. NUS is a confederation of Student Unions, 65% of which are Further Education institutions representing 4.5million students.
2. Further Education Student Unions should be given the same level of national support, time and funding as Higher Education Student Unions.
3. Students should be seen as the key stakeholder of their colleges.
4. Dedicated full time roles such as sabbatical officers enable unions to hear more learners, especially within larger, merged college groups.
5. FE colleges cater for a diverse student population including 14-16, 16-18, apprenticeships, adult learners and higher education, each with their own needs and voices.

Conference resolves
1. To mandate VPFE to work with a selection of well-developed student unions to showcase best practice and provide day to day support for FE unions.
2. Develop regional support networks to enable officers to provide support on day to day and regional issues.
3. Develop a toolkit using best practice examples to enable student unions to have open communication with their college management teams and work with student unions to further these working relationships.
4. To design and deliver a workshop session on engaging student voice with both learners and college staff which is also available as a webinar for unions who do not have the resource to attend.

5. To continue to develop the Learner Voice Framework with the introduction of new features based on feedback from FE student unions.

Motion **UD121**

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<thead>
<tr>
<th>Title</th>
<th>Ethical Purchasing</th>
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<tbody>
<tr>
<td>Submitted by</td>
<td>UEA Students' Union</td>
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<tr>
<td>Speech For</td>
<td>UEA Students' Union</td>
</tr>
<tr>
<td>Speech Against</td>
<td>Free</td>
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</tbody>
</table>

**Conference believes**

1. NUS should strongly encourage unions to sell more ethical products.

**Conference further believes**

1. Trade in toxic sanitary products is unethical.

**Conference resolves**

1. Purchase at least 20000 non-toxic sanitary products under the NUS purchasing consortium, increasing the number annually.
2. Purchase fair-trade tea and coffee only.
3. Develop a new purchasing strategy aiming to rapidly increase the number of product types certified as fair-trade and do not purchase non-fair-trade products in those product categories.
Conference believes

1. That NUS should be supporting Students’ Unions to seek out legal advice, and giving guidance on the appropriate channels for disputes as evidenced in the notes of this motion.
2. That Students’ Unions are charities based within the UK and must operate within UK law.
3. That Students’ Unions face legal challenges and barriers like any organisation.
4. That not all Unions can afford legal advice if the situation arises.
5. That the National Union of Students have a vast membership with a wide range of experiences and most of the time another Union will have faced similar legal issues, and may mean costs for smaller legal issues can be resolved without cost.

Conference further believes

1. The leadership of Students’ Unions are normally elected Students who may not have the experience or knowledge for some of these challenges.
2. CEOs/General Managers may face legal issues they have had no experience in.
3. Even the biggest Students’ Unions do not have the capacity to have the necessary legal advice in house.
4. If the legal knowledge is not in a Students’ Union team this can cause delay in work, stress and frustration in many Union senior management and trustee boards.

Conference resolves to

1. That NUS will support Sabbatical Officers and Students’ Unions in seeking legal advice in all fields, to a point that is appropriate.
2. That NUS will commission and create a list of trusted solicitors and advisors for Students’ Unions to use in instances where they are being taken advantage of commercially, both national and regional.
3. That NUS will collect best practice for dealing with legal issues in a range of topics, collating how member Unions have dealt with legal issues in the past and creating the topics from common themes.

4. That the National Union of Students stands in full solidarity with Keele Students’ Union and should create a list of trusted Entertainment artists for Unions.

Conference believes
1. Students are more likely to finish their course of study if engaged in their Students’ Union
2. Not all Students’ Unions have the resources to create a social space.
3. Social Spaces are great places for students to come and chill between lectures, but also a place for the Students’ Union to engage their students in the Unions work and campaigns.

Conference further believes
1. NUS has been more focused on campaigns that are national, high profile, or that benefit larger Unions, campaigns that smaller Unions may not have the resources to engage their students in fully.
2. Union development is for all Unions to engage in, and to develop all kinds of Unions, not just those that are large enough to be involved.
3. The UD zone should develop and support smaller Unions in maximising their potential.

Conference resolves to
1. For NUS to support Unions with little or no spaces in the creation of a basic Student Social Space, creating a campaign toolkit with best practice from Students’ Unions who have run successful campaigns on this, specifically concentrating on FE and Small & Specialist Unions.
2. For NUS to give Students’ Unions advice on how to negotiate with their Institution on gaining a Student Space.

Motion

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<thead>
<tr>
<th>Motion</th>
<th>UD123</th>
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<tbody>
<tr>
<td>Title</td>
<td>Minor waves to microwaves</td>
</tr>
<tr>
<td>Submitted by</td>
<td>St. Mary’s University SU</td>
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<tr>
<td>Speech For</td>
<td>St. Mary’s University SU</td>
</tr>
<tr>
<td>Speech Against</td>
<td>Free</td>
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</tbody>
</table>

Motion UD123
Title Minor waves to microwaves
Submitted by St. Mary’s University SU
Speech For St. Mary’s University SU
Speech Against Free

Conference believes
1. Students are more likely to finish their course of study if engaged in their Students’ Union
2. Not all Students’ Unions have the resources to create a social space.
3. Social Spaces are great places for students to come and chill between lectures, but also a place for the Students’ Union to engage their students in the Unions work and campaigns.

Conference further believes
1. NUS has been more focused on campaigns that are national, high profile, or that benefit larger Unions, campaigns that smaller Unions may not have the resources to engage their students in fully.
2. Union development is for all Unions to engage in, and to develop all kinds of Unions, not just those that are large enough to be involved.
3. The UD zone should develop and support smaller Unions in maximising their potential.

Conference resolves to
1. For NUS to support Unions with little or no spaces in the creation of a basic Student Social Space, creating a campaign toolkit with best practice from Students’ Unions who have run successful campaigns on this, specifically concentrating on FE and Small & Specialist Unions.
2. For NUS to give Students’ Unions advice on how to negotiate with their Institution on gaining a Student Space.
3. For NUS to create a guideline risk assessment for basic amenities such as a kettle and microwave for shared student social space, and include this and the arguments for having these amenities in the guide, as this is something institutions often push back on.

**Motion**

<table>
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<th>UD124</th>
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</table>

**Title**

**Putting NKWAFC At the Heart of NUS**

**Submitted by**

Middlesex SU, Falmouth and Exeter Students’ Union

**Speech For**

Middlesex SU

**Speech Against**

Free

**Summation**

Falmouth and Exeter Students’ Union

**Conference believes**

1. That students across the country would benefit from having one afternoon a week dedicated to extra-curricular activity
2. That Students’ Unions across the country have been fighting to make this happen on their campuses
3. That this campaign would be easier for SUs if NUS coordinated a national campaign on the issue
4. There is more to student activities than sports.
5. Other student groups, such as RAG, Societies and Student Media, has lacked representation from NUS.
6. These student groups improve employability in students.
7. Other student groups tend to receive less funding than sports and often face cuts first.
8. These groups are often less resourced.

**Conference resolves to**

1. For NUS to set up and run the NKWAFC (National Keep Wednesday Afternoons Free Campaign) to help SUs fight for this
2. To put on a NKWAFC winter conference for SUs to share best practice on the campaign
3. To mandate the VP UD to work collaboratively with National Student Fundraising Association, Student Publication Association, Student Radio Association and National Student Television Association, and other associated bodies.
4. For the VP UD to provide support, opportunities and guidance to these groups.
5. To produce a tool kit highlighting the benefits of taking part in these activities, similar to the Sports Toolkit.

<table>
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<tr>
<th>Motion</th>
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<tbody>
<tr>
<td>Title</td>
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<tr>
<td>Submitted by</td>
<td>Aberystwyth Students' Union</td>
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<tr>
<td>Speech For</td>
<td>Aberystwyth Students' Union</td>
</tr>
<tr>
<td>Speech Against</td>
<td>Free</td>
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</tbody>
</table>

**Conference believes**
1. Campaigns run by NUS are often too pricey for lower budget student unions to get involved in
2. Student unions with a lower budget are often limited with the campaigns they can run and therefore become isolated from NUS
3. Conferences are often planned with much larger budgets in mind which limits the training officers can get
4. Demands made by NUS for national conference delegates are often unachievable or limit the work SU’s can do when pushed to a smaller budget

**Conference resolves**
1. We want all NUS campaigns to be affordable for all Unions - currently NUS campaigns are budgeted without consideration for smaller Unions meaning we are unable to join with national campaigns as they are unaffordable. We would like to the see the NUS provide a model of each campaign with a budget so all unions across the country are able to participate in all NUS campaigns.
2. NUS to carry out a study into block grants and budgets given to all student unions
3. NUS to use this research to apply a budget limitation on large campaigns run by NUS so all can join
4. NUS to look into the length of conferences and training so that all officers can attend if they wish
5. NUS to always consider alternative cheaper options to more expensive campaigns
Conference believes

1. That in the coming years thousands of degree level apprenticeships will be created.
2. There is likely to be an increase in private providers in higher education sector.
3. Students in this sector need NUS and student representation.
4. It is essential that work-based learners are afforded the opportunity for representation not only as a worker but also as a student.
5. Some private providers offer flexible and vocational opportunities that the ‘traditional’ HE sector doesn’t
6. That the planned rapid expansion of degree level apprenticeships into Higher Education presents a game changer for universities and SUs
7. Effectively representing apprentices in Higher Education will be key to maintaining our legitimacy
8. Unions benefit when working together especially within regions as many student issues may be a product of their environment rather than the institution they study in. This may include but are not limited to housing, crime, volunteering and student safety
9. However, unless there are prompts already in place due to good working relationships of support staffs, these regional networks tend not to take place and many unions may be fighting the same battles in isolation
10. In addition, HE and FE institutions may not link on such issues as they may be unaware of each other or in some situations just have no links to begin a conversation
11. Moreover, with more institutions entering new markets such as trans national education and partnerships as well as off-site campus education, unions are facing new challenges in providing their services to their non-traditional members.
Conference resolves to

1. To establish regional networks and networking events to allow for partnerships to develop between unions especially during induction periods
2. To establish groups and forums of similar functioning unions such as a trans-national education group to get together all unions facing similar issues to discuss ideas and share best practice
3. To promote regional activity in tackling local issues and have coordinators to manage these groups
4. To list out by area all unions and representing members to enable ease of finding out nearby unions and contacts to build connections.
5. To develop a national strategy for securing the interests of work based learners
6. The provision for distance learning courses is rapidly expanding within the Higher Education sector
7. Distance learners do not receive the same level of support from institutions that campus based or part-time students receive.
8. To lobby to ensure that there are stringent conditions on those in the private sector
9. To work with trade unions to improve awareness of students’ union membership to learners enrolled in work based learning
10. To conduct student experience research into the expectations and satisfaction of those students undertaking accelerated degrees to better understand the impact of condensing courses.
11. To lobby for the introduction of national satisfaction surveys for all learners at all levels of study.
12. To conduct research into the quality and employability of students undertaking accelerated degrees to better understand the impact of condensing courses and the consequent impact on three year degrees such as retention and recruitment
13. To meaningfully highlight the incredible work done by the National Society of Apprentices in developing new ways of engaging work based learners
14. To produce guidance to help HE student unions prepare for the increase in the number of apprentices by learning from best practice within FE student Unions and the National Society of Apprentices
Motion  

**UD127**

<table>
<thead>
<tr>
<th>Title</th>
<th>We're So Extra</th>
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<tbody>
<tr>
<td>Submitted by</td>
<td>Aberystwyth Students' Union</td>
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<tr>
<td>Speech For</td>
<td>Aberystwyth Students' Union</td>
</tr>
<tr>
<td>Speech Against</td>
<td>Free</td>
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<tr>
<td>Interrelationship</td>
<td>This will be referred as a recommendation to NUS Services if it passes.</td>
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</tbody>
</table>

**Conference believes**
1. Only national businesses are included in the NUS Extra card discount scheme
2. Student unions currently have to work with local businesses in their areas to request student discounts in store
3. Many isolated student unions don’t have national chains and therefore the NUS Extra card holds little to no meaning at these Universities
4. Student unions struggle to sell NUS Extra cards due to the nature of the businesses included on the discount scheme
5. Students feel a disassociation from NUS due to the lack of relevant discounts for them

**Conference resolves**
1. That the NUS Extra card be able to include Local businesses as it currently only contains only nationally branded discounts with no discounts specific to the location of each individual union. We want there to be the option of delegating the NUS card into our local businesses so our students can have access to more discounts.
2. NUS give power to student unions to elect smaller businesses to be included in the scheme
3. NUS to look at smaller chain businesses more relevant to their membership
4. NUS to look at the nations to include them in any new additions to the discount scheme
Conference believes
1. NUS currently run campaigns that student unions are expected or invited to involve themselves in
2. Currently any materials given to student unions by NUS is only supplied in English
3. Any SU’s that are bilingual are being overlooked by NUS when they only chose to supply resources in English
4. SUs with bilingual policies often can’t get involved in campaigns run by NUS without translated material which is often hard to achieve when art work has been designed by NUS

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

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Motion  **UD128**

**Title**  **We Want Welsh**

**Submitted by** Aberystwyth Students’ Union

**Speech For** Aberystwyth Students’ Union

**Speech Against** Free
Conference Believes
1. There is a crisis in student mental health.
2. Universities and Colleges are failing a generation of students by failing to prioritise mental health.
3. Government cuts to NHS budgets has led to mental health services being scaled back or withdrawn across the UK.
4. Since 2007 there has been a fivefold increase in the proportion of students who disclose a mental health condition to their university and services on campus are not keeping pace with demand.
5. 94% of Universities report an increase in demand for counselling services, while 61 per cent report an increase of over 25%. In some universities, up to 1 in 4 students are using, or waiting to use, counselling services.
6. The lack of adequately funded, culturally competent, and easily available mental health services on campus or through the NHS is has serious consequences. A record number of students died by suicide in recent years: between 2007 and 2015, student suicides increased by 79%. In 2014/15, a record number of students (1,180) who experienced mental health problems dropped-out of university, an increase of 210% compared to 2009/10.

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73 ibid
74 ibid
7. 85% of FE colleges reported an increase in students with disclosed mental health issues since 2014, with 54% reporting the increase as ‘significant’.

8. 23% of FE colleges have no mental health support workers whatsoever, and 60% only have part-time provision for their students.

9. Research conducted by the AoC (Association of Colleges) in 2017 found that 100% of colleges reported having students diagnosed with depression. 99% reported having students diagnosed with severe anxiety, 97% with bipolar disorder and 90% with psychosis.

10. We reject any assertions that improving student mental health is simply a case of building ‘resilience’ amongst the student population.

11. Universities all around the country are posting record surpluses and engaging in huge Capital Investment Projects, the money is available to fund our Mental Health Support Services.

12. Tackling the Student Mental Health crisis is a priority for hundreds of sabbs around the country every year - we must do more to share knowledge and network the movement on tactics and experiment with new methods of big organising.

Conference Further Believes
1. There are numerous causal factors that impact on student mental health, including but not limited to: poor quality and overpriced accommodation, lack of diversity in student halls, lack of appropriate provision for trans students in halls, isolation experienced by international students, students of faith, loneliness, students that live at home and student parents and carers, and specific challenges of oppression faced by Black students, Disabled students, Women students and LGBT+ students.

Conference Resolves
1. NUS must to equip Unions with the skills and resources to enable them to carry out their own grass roots campaigns to increase mental health funding on their campuses.

2. The VP Welfare will arrange a grassroots campaign and badged roadshow across the UK to deliver mental health and campaigns training.

3. NUS Welfare Zone Committee will help contact student officers who have an interest in mental health and signpost them to the available resources and training.

4. The VP Welfare will ensure there will be a strong focus on mental health in all NUS sabb and student officer training and specifically in Lead and Change summer

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75 https://www.aoc.co.uk/sites/default/files/AoC%20survey%20on%20students%20with%20mental%20health%20conditions%20in%20FE%20-%20summary%20report%20January%202017.pdf
76 Ibid
77 AoC, Survey on students with mental health conditions, 2017
training and FEstival, and work with the Nations to deliver equivalent regional training events. This training will address cultural sensitivities include specific information on the experiences of different liberation groups and students from different backgrounds.

5. Training will feature discussion of the real issues affecting student mental health, looking at all the contributing factors to poor mental health including the university and college systems themselves.

6. The VP Welfare will work with the VP Society and Citizenship to ensure that the Society and Citizenship’s campaigning and activist training through the activist academy can be adapted for specifically campaigning on mental health funding, awareness and provisions. This includes theories of change, effective campaigns, measuring impact in campaigns, as well as practical aspects of campaigning.

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

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

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

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

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

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

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

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

15. NUS will work with partners including UUK and Student Minds to support students’ unions role in the UUK #StepChange strategy for a whole institution approach to student mental health.
16. VP Welfare to continue to roll out Mental Health First Aid Training through the Learning Academy, and make this more sustainable by delivering it through internal means.

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

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

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

Amendment

<table>
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<th>W101a – ADD AMENDMENT</th>
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<tbody>
<tr>
<td><strong>Title</strong></td>
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<tr>
<td>Mental Health – From The Roots Up</td>
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| Submitted by |
| Coleg Cambria Students’ Union, University of Gloucestershire Students’ Union, Lancaster University Students’ Union, Leeds City College Students’ Union, Northumbria University Students’ Union, Staffordshire University Students’ Union, University of West London Students’ Union, University of Salford Students' Union, London Metropolitan University Students' Union |

| Speech For |
| University of Gloucester Students’ Union |

| Speech Against |
| Free |

| Speech For |
| Leeds City College Students’ Union, |

| Speech Against |
| Free |

**Conference Believes**

1. Levels of mental illness, mental distress and low wellbeing among in the UK are increasing and are high relative to other sections of the population.

2. Research launched by the IPPR in 2017 found that almost five times the number of UK-domiciled first-year Uni students disclosed a mental health condition than ten years previously.
3. Female students are more likely than male students to disclose a mental health condition.
4. A record number of students died by suicide in 2015.
5. Universities UK launched a framework for universities which calls on all UK Universities to develop a Student Mental Health Strategy, Policy and Action Plan but only 20% of Universities have such a plan and almost no FE Colleges have one.
6. Many people do not feel comfortable publically discussing their mental health issues.
7. Students have reported that they will generally speak to friends about their mental health before approaching professional services.
8. The Student Money Survey 2017 reported that the average maintenance loan leaves students as much as £221 short, with 50% of students reporting that their finances have caused their mental health to suffer. The same survey suggests that 12% of students are reliant on credit card balances to get by, with 2% using payday loans.
9. NUS’s work following the 2017 motion ‘Mental Health First Aid’ is improving the number of Mental Health First Aiders on our campuses, but these are still in the minority.
10. Vice Chancellors and Principals must have been living under a rock not to have noticed the mental health epidemic sweeping UK campuses, yet large numbers appear to be dragging their feet on creating any strategies with tangible and effective outcomes that they can be held to account over
11. All Colleges and Universities should indicate that they are thinking strategically about prevention and treatment of student mental health and allocating the right resources to tackle the issue.
12. Students with mental health issues who are unable to work often find themselves in financial difficulty, which can lead to increased stress which can potentially worsen their mental health. This is not covered in the already existing provisions for students with mental health issues provided by Disabled Students’ Allowance, therefore there is no extra financial support for students that find themselves in this situation.

**Conference Resolves**
1. To lobby for all Institutions to implement the recommendations in the UUK Step Change framework in discussion with students’ unions.
2. To call on the Office for Students to ensure that effective policies on Student Mental Health and Wellbeing are included within the baseline requirements for providers. Indicative behaviours relating to this should include assessments of the student body’s mental health; publication of strategies, action plans and policies; indicators of performance.
3. To call on OfS to research campus counselling service waiting times and postgraduate depression.

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

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

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

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

**Amendment**

**W101b - ADD amendment**

<table>
<thead>
<tr>
<th>Title</th>
<th>Meaningful Mental Health campaigns not Puppy Rooms</th>
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<tbody>
<tr>
<td>Submitted by</td>
<td>Union of Kingston Students</td>
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<tr>
<td>Speech For</td>
<td>Union of Kingston Students</td>
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<tr>
<td>Speech Against</td>
<td>Free</td>
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</table>

**Conference Believes**

1. For many students’ mental health support cannot be separated from support for other impairments and long-term health conditions.

2. Crises in mental health provision are often caused by a conscious decision to not invest in mental health services, especially for research-intensive institutions.

3. A marketised vision of education puts ever more unhealthy pressure on students to perform and be "competitive applicants", often in spite of and to the detriment of their health.

4. "sticking plaster" policies such as puppy rooms that do not concentrate on the root causes of poor mental health.”
Conference Further Believes
1. For officers to be serious about mental health, we need to move beyond sticking plaster solutions and move towards the less photogenic work of improving training and provision of mental health services and tackling poverty.
2. A mental health strategy with the most vulnerable students at its heart has to account for the intersection of mental illness and other impairments and long-term health conditions. Separating mental health from health holistically does a disservice to students who are failed by health and welfare services by being "too complex" to receive good treatment, or indeed any mental health support.
3. A marketised vision of education will never have students' health at its heart. Distinguishing between "products" of the education system requires creating "winners" and "losers", regardless of the human cost.
4. Institutions should be held to account for the human cost resulting from a lack of investment in student wellbeing.
5. Volunteer mental health activists are at the heart of campaigning and NUS should recognise and support their work.

Amendment W101c - ADD amendment

Title Supporting officers dealing with student suicide
Submitted by Edge Hill Students' Union
Speech For Edge Hill Students' Union
Speech Against Free

Conference Believes
1. That Students' Union officers who are supporting students dealing with this loss, or who have known the student who committed suicide, can find this difficult to cope with.
2. That mechanisms should be in place to support officers to support students.
3. That student suicide on campus is a huge, mostly hidden, issue.

Conference Resolves
1. For the VP Welfare to produce a guide for officers on dealing with student suicide.
2. For NUS to provide best practice examples in creating a unified approach to these situations with our institutions, as it can be difficult to provide the right support for students from all areas of the university or college.
3. Suicide awareness and prevention should be an annual priority campaign for the Welfare zone, including the Disabled Students Campaign in this work where appropriate.

Amendment  **W101d - ADD amendment**

<table>
<thead>
<tr>
<th>Title</th>
<th>Actual Action on Students Mental Health</th>
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<tbody>
<tr>
<td>Submitted by</td>
<td>Durham SU</td>
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<tr>
<td>Speech For</td>
<td>Durham SU</td>
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<tr>
<td>Speech Against</td>
<td>Free</td>
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**Conference Believes**

1. Campaigns for mental health awareness have significantly changed the conversation about mental health in the past ten years;
2. These campaigns and other factors such as increased pressure at university and increasing financial stress have resulted in an increase in students seeking help for mental health issues;
3. Student-led organisations in Students' Unions, colleges, welfare teams, and charities such as Nightline have had to bear the brunt of mental health support;
4. This often comes at the cost of the volunteers' mental health;
5. Training provided to these students is currently limited to active listening techniques and mental health first aid;
6. Those suffering from long term conditions need professional help from accredited counsellors and therapists;
7. These professionals are overbooked and understaffed, with an underfunded NHS that provides mental health support proportional to the population of the area, and not the demographics;
8. 29% of students are estimated to face some form of psychological distress whilst at university (Benwick et al. 2008)
9. Universities and colleges do not have a universal standard of mental health care;
10. Excessive administration involved in setting up appointments by phone and email actively worsens mental health conditions.
Conference Further Believes
1. Anyone who resides in the UK can only be registered at one GP surgery at a time;
2. If students register with a GP whilst at University, they are then unable to access the care they need when they return home, often with difficulties registering as a temporary resident;
3. Home GPs often are not familiar with the mental stress of University and College;
4. Switching GPs is difficult when taking time off school,
5. Students can be discouraged from returning to university at the prospect of having to go through the registration process again.

Conference Resolves
1. That the Vice President Welfare lobby government to propose a change to expand registration to two GP locations, one for term time and one out of term time;
2. To develop in collaboration with universities and colleges a national standard of care on mental health issues within Higher Education;
3. To lobby government to ensure that NHS mental health provisions adequately reflect the demographics of university regions.
Conference Believes

1. There has been surge in reports of hate crime both in the real world and online following the EU referendum in June 2016, while police figures show another spike around the terrorist attacks in the UK in 2017.

2. Online hate-crime accounts for 2% of all recorded hate crime in the UK, however rates of reported online hate crime are estimated to be substantially lower than actual occurrences.

3. Hate crime via social media is just as serious, and has consequences just as damaging, as hate crime perpetrated in real life.

4. All students deserve to have access to education, free from harassment, intimidation or violence; regardless of background.

5. Online hate speech threatens to disrupt good campus relations and can create an environment, both publicly and virtually, in which hate crime flourishes.

6. In October 2017, the Government released a National Hate Crime Reporting Hub to channel all reports of online hate crime and reduce burden on frontline officers and was given £200,000 worth of funding. This amount averages out to £3 per incident recorded, and has been widely condemned as insufficient.

Conference Further Believes

1. Fighting hate crime is rightly at the centre of NUS’ political actions and it is time to extend that fight online.

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80 https://www.theguardian.com/society/2017/oct/14/government-criticised-for-low-funding-level-to-tackle-online-hate
2. The rise in online hate crime, including racism, islamophobia, antisemitism, homophobia, transphobia and misogyny must be fought at all costs.

3. Freedom to express views can sometimes be tempered by the need to secure freedom from harm for students and communities, which is why NUS proudly operates a No Platform for fascists policy

**Conference Resolves**

1. To publicly reaffirm NUS’ zero tolerance approach to Islamophobia, antisemitism and all forms of racism and discrimination in real life and online

2. To extend the principles of the NUS No Platform policy into online spaces and issue guidance to SUs on how to practically implement the policy online

3. NUS will lobby the Office for Students and others to provide clearer guidance to universities on balancing the freedom to speak with freedom from harm.

4. To support SUs to ‘win the argument’ with their institutions and to work collaboratively to protect both freedom of speech and online student safety

5. NUS will provide support for students’ unions to create appropriate policies to address online hate crime

6. NUS will share anonymous data, only with the informed consent of victims, with the relevant SU where they have received reports of hate crime through NUS’ hate crime reporting centre.

7. NUS will compile and distribute a set of resources for SUs, alongside the guidance on how to set up a hate crime reporting centre in an SU

8. NUS to use Hate Crime Awareness Week to call for greater funding for the National Hate Crime Reporting Hub from the Home Secretary and support SUs to engage with their Police and Crime Commissioners

9. NUS will work with the relevant third sector organisations tackling online hate crime and harassment, such as Community Security Trust and others.
**Conference Believes**

1. Swastikas, the symbol used by the Nazi regime have been trivialized and used around campuses as a joke
2. The Community Security Trust have recorded 13 separate incidents at different Universities of Swastika graffiti in 2017
3. Swastikas belittle the experiences of those who have emotional connections to the Holocaust and Nazi persecution
4. NUS have done increasingly well in educating the British student community on the atrocities of the Holocaust

**Conference Further Believes**

1. Students in 2017 must be aware of the gravity of using such symbolism, especially if done casually
2. Jewish students deserve to feel safe in their homes and at their place of study
3. Swastikas are no longer a tool of the far right, and can now be found to be used all over the political spectrum

**Conference Resolves**

1. NUS must continue work with the Union of Jewish Students following Our Living Memory to ensure that education on Swastikas and the Holocaust continues
2. NUS must encourage its member Unions to take a no tolerance policy on Swastikas
3. NUS must ensure that campus security know what to do when faced with such a situation
# Welfare Zone Motions

<table>
<thead>
<tr>
<th>Motion</th>
<th>W103</th>
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<tbody>
<tr>
<td>Title</td>
<td>NUS for the NHS - DO NOT PRIVATISE OUR HEALTHCARE SYSTEM</td>
</tr>
<tr>
<td>Submitted by</td>
<td>Bristol Students Union</td>
</tr>
<tr>
<td>Speech For</td>
<td>Bristol Students Union</td>
</tr>
<tr>
<td>Speech Against</td>
<td>Free</td>
</tr>
</tbody>
</table>

**Conference believes**

1. Decent healthcare is a right, not a privilege, that must be afforded to everybody who needs it.
2. NHS spending on care provided by private companies is at a record high of £3.1 billion, with non-NHS firms winning nearly 70% of all contracts in England in 2016-17.
3. Richard Branson’s Virgin Care won a record £1 billion worth of contracts in the last year, making it the dominant private provider in the NHS market. The company pays no tax in the UK, and its parent company is registered in the British Virgin Islands, which is a tax haven.
4. A landmark study published last year showed that outsourcing of hospital support services had serious health risks. By seeking to save money (by employing fewer staff, with worse working conditions), private firms lowered the cleanliness and hygiene levels, putting patients at greater risks of very serious illness, such as the MRSA bug.
5. Even senior Tory MPs are urging the government to rethink of the introduction of Accountable Care Organisations - a way for to open up the NHS to privatisation - and listen to concerns of the public.

**Conference further believes**

1. Private companies are interested in profit before patients. They maximise profits by cutting corners and underinvesting, by cutting jobs and employing more staff on precarious contracts.
2. Further, private firms are not accountable to the public: the contracts that are agreed have little transparency, and companies are not subject to Freedom of Information requests because of ‘commercial confidentiality’.
3. The collapse of private companies providing public services (e.g. Carillion) is a clear indication of the insecurity and risk that privatisation brings.
4. Students are particularly vulnerable in the light of mass NHS cuts and privatisation.

Conference resolves
1. To make campaigning against the government to stop the privatisation of the NHS a priority for the Welfare Zone in 2018/19.
2. For the Welfare Zone to work with external local and national groups, such as Save Our NHS and the People's Assembly Against Austerity in opposing NHS Cuts and Privatisation.
3. For the Welfare Zone to map local and national groups campaigning to save the NHS so that SU and students can easily find groups to form coalitions with.
4. For the Welfare Zone to campaign against Sustainability and Transformation Plans
5. For the Welfare Zone to conduct research into the ability of students to access NHS services, taking into account waiting times and the transitory nature of students as further barriers to access.

Motion W104

Title Tackling Sexual Harassment
Submitted by University of Bath SU, University of Gloucestershire Students’ Union
Speech For University of Gloucestershire Students’ Union
Speech Against Free

Conference Believes
1. 1 in 3 women students have experienced sexual assault or unwanted advances at University half of women students and a third of men knew of a friend or relative who has experienced intrusive sexual behavior\(^81\)
2. Only 21% of surveyed universities had a designated point of contact who had significant training on how to deal with students who have experienced sexual harassment and assault\(^82\)
3. More than 1/3 of women students sometimes feel unsafe visiting university or college buildings in the evening due to their concerns of harassment and intimidation\(^83\)

\(^81\) [http://www.telegraph.co.uk/women/womens-life/11343380/Sexually-assault-1-in-3-UK-female-students-victim-on-campus.html](http://www.telegraph.co.uk/women/womens-life/11343380/Sexually-assault-1-in-3-UK-female-students-victim-on-campus.html)
\(^82\) [https://www.theguardian.com/education/2017/dec/08/uk-universities-accused-of-complacency-over-sexual-misconduct](https://www.theguardian.com/education/2017/dec/08/uk-universities-accused-of-complacency-over-sexual-misconduct)
4. The majority of student sexual harassment and assault are other students known to the victims.

5. Being subject to unwanted sexual contact significantly impacts educational attainment, increases stress levels and increases risk of dropping out of university.

6. Access to education is partly determined by the right to study free of intimidation, harassment and abuse.

7. Self-defining women, students and staff face endemic sexual harassment and abuse in institutions of post-16 education.

8. Enforcement behind recommendations made within UUK Task Force has not been strong enough in respect to the enormity of the issue.

Conference Further Believes

1. Support SUs in lobbying their institutions to create accessible reporting mechanisms that provide students with sufficient information and adequate pastoral care.

2. A report in The Guardian unmasked systematic ways in which institutions attempt to actively cover up or ignore cases of sexual harassment and abuse, including non-disclosure agreements.

3. 37% of women and 12% of men have experienced unwelcome and inappropriate sexual touching and groping, which constitutes sexual assault under UK law.

4. UUK’s taskforce report findings and recommendations need to be implemented in every University.

5. That there needs to be bespoke work on this carried out in FE.

6. The scale of sexual harassment and assault experienced within institutions is completely unacceptable and must be stopped.

7. The Women Students Campaign has many motions around sexual harassment and assault, it is time National Conference passed a motion to help tackle student sexual harassment and assault within institutions.

8. Due to the stigma and victim blaming that disclosures are met with, the recorded statistics underrepresent just how pertinent this issue is.

9. Educational environments should be safe for students to thrive, free from fear of sexual harassment or assault.

10. Institutions should be tackling this epidemic head on, with centralized reporting systems and trained pastoral support for survivors/victims.

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85 http://journals.sagepub.com/doi/pdf/10.1177/0886260517715022
86 https://nusdigital.s3-eu-west-1.amazonaws.com/document/documents/24811/84d346e9a9b80739dfbf2c96382a1f/Womens_live_policy_201417.pdf?AWSAccessKeyId=AKIAJKEAS62WK6U6MinqQ&Expires=1517256053&Signature=1%2FhTv%2Frsx%2Fpgs2xThsk7NEFGUsL%2Fjoq%3D
Conference Resolves

1. To call on HEFCE/OfS to require all HEIs to report on progress against the UUK guidelines
2. Produce campaign materials, toolkits and appropriate training for student unions to run sexual violence awareness workshops and support students who face harassment and abuse.
3. To ensure that bystander intervention training is on offer to help people feel enabled to speak up if they see harassment or hatred towards students
4. To lobby UUK to respond to sector-wide staff-student harassment.
5. To call on Government and AoC to launch an FE sector specific taskforce on sexual assault and harassment.
6. To call on all FEIs and HEIs to adopt zero-tolerance stance for sexual harassment, violence, or hate crimes, all of which will become subject to a disciplinary matter.
7. To accept the recommendations by 1752 and the NUS Women’s Campaign research due to be published soon
8. To work with SUs to provide campaign resources, share best practice, national lobbying and provide training in preventing sexual harassment and assault, and bystander intervention

Motion W105

Title Housing

Submitted by Guild of Birmingham Students, Coventry University Students’ Union, Glasgow Caledonian Students’ Association, University of Lancaster Students’ Union, Northumbria University Students’ Union, University of West London Students’ Union

Speech For: University of West London Students’ Union

Speech Against: Free

Summation: Proposer of last successful amendment

Conference Believes

1. Students should be confident that while renting during their time in tertiary education they are entitled to competitively priced, secure and safe housing.
2. According to Inquire and Save the Student (STS): 64% of landlords and agencies rely on students to fill property portfolios (Inquire), with 47% of students at a university in the United Kingdom relying on the private sector for housing (STS).
3. Despite this high dependency upon student renters for landlords and students requiring private rented accommodation, The University of London Housing Services reports (ULHS) that between 2012 and 2014 those dissatisfied with their housing grew by 4% for undergraduates and 5% for postgraduates (ULHS). Although this has increased further from unofficial polling (26% of University of Birmingham students found their accommodation to be generally bad)

4. This growth of dissatisfaction stems from the perceived lack of bargaining power with landlords, poor conditions of housing and the lack of affordability

5. Despite concessions made with the abolishment of letting fees championed by the National Union of Students, there are still issues that are vital to address:

6. One in four students state that problems with their houses are never resolved (STS) Issues ranging from Damp that is experienced by 47% of students, Lack of heating or running water at 42%, and landlords entering the property without permission at 17% (STS).

7. Private letting agent charges deposit for renting apartments up to one month of rent and sometimes not more than two months’ rent equivalent.

8. According to a study by Centre for Economics and Business Research, current average tenancy deposit is about £549 taking into consideration the monthly national average rent done in 2017 by HomeLet Rental Index.

9. Some Landlords and Agencies charge student accommodation over a 12 months period

10. This could affect their students’ finances, and could cause stress which might impact on their academic and social performance

11. Students should only pay rent when they are living in the accommodation, which is approximately 9 to 10 months

12. Students are facing a housing crisis

13. Poor housing condition can cause stress, ill health and adversely affect a student’s attainment and overall experience.

14. Intimidation tactics used by landlords and letting agents to encourage students to ‘panic buy’ their accommodation should be condemned.

15. Effective accreditation improves the quality of student housing across the UK

16. Marketization of education goes hand in hand with the rapid expansion of privately owned student accommodation, which can be extremely expensive, push up the general cost of housing, and represent a real barrier to accessing education.

17. Previous NUS policy has focused on tackling student housing issues through lobbying national government.

18. District, borough, and city councils are usually responsible for housing services.
**Conference Further Believes**

1. Everybody who utilises the private rented sector should be entitled to a home which is habitable and secure, including students.
2. An inquiry of students, at both a national and local tertiary education level, is necessary to highlight the unregulated nature of student housing.
3. Student unions employ an active role within this sector. Offering advice on which agencies/landlords are regarded as reliable among the student population.
4. Should problems arise that are the responsibility of the landlords/agents and are not rectified, student unions should direct students on how to take further action.
5. Charges are sometimes outrageous and too expensive for students to pay especially when they are located closer to students’ institutions.
6. Most students are not into fulltime work and so should be considered when charging them.
7. Students should get a fair deal and should only be charged for when they are living in the accommodation.
8. The University owned accommodations or letting agency and partners should offer students fairer deals.
9. Universities should have a way of regulating the student accommodation regulations.
10. By targeting local government and working with councillors, the NUS can have more influence on student housing quality.
11. Many local councillors are natural allies for students and the NUS, but lack the support needed to enact positive change for students.
12. Students’ Unions, Associations, and Guilds (SUs) aim to co-operate with local government, but do not receive support from the NUS with regard to lobbying and building relationships with councillors on issues such as housing.

**Conference Resolves**

1. To lobby government, once again, to ensure the protection of students who utilise the private rented sector.
2. To offer comprehensive support to students who are dissatisfied with their experience in the private rented sector and how to best rectify problems that arise.
3. To lobby colleges/universities to offer general support to the student body when looking for housing and how to rectify problems once in rented accommodation if the owner does not solve them.
4. NUK UK should campaign to ensure housing agents gives discounted house-deposit charge to students, affordable deposit of at least 10% of house rent equivalent.
5. To campaign for proper housing regulations across the UK and ensure students are given fair contacts to sign.
6. Student Unions should work with their Universities accommodations to ensure students get a fair deal and are only charged for accommodation when they are living in it.

7. NUS should work with the City Councils across the United Kingdom that do not have regulations to monitor activities of private Agencies and Landlords to ensure private landlords and agencies only charge students for accommodation when they are living in it.

8. For Landlords to ensure private landlords and agencies only charge students for accommodation when they are living in it.

9. Support efforts by students and students unions to secure affordable and quality housing.

10. Support CMs in developing activities to ensure that students are informed consumers.

11. To distribute guidance on how to help students avoid renting scams.

12. NUS to issue guidance on letting agencies; how they function, accreditation, key problems students’ experience, and financial risks.

13. To lobby strongly for regulation of letting agents

14. To create modules of Tenant Activist Training

15. Support the creation of tenants’ unions and the engagement of students’ unions with tenants’ unions in the community.

16. NUS VP Welfare will work with SUs to build relationships with local government, and create a toolkit/framework for SU’s to adapt and use locally.

17. NUS VP Welfare will be personally involved in lobbying councils to improve housing provisions for students.

Amendment W105a – ADD AMENDMENT

<table>
<thead>
<tr>
<th>Title</th>
<th>Rent Strikes</th>
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</thead>
<tbody>
<tr>
<td>Submitted by</td>
<td>University for the Creative Arts Students' Union, Edinburgh Napier Students' Association, Middlesex University Students’ Union</td>
</tr>
<tr>
<td>Speech For</td>
<td>University for the Creative Arts Students’ Union</td>
</tr>
<tr>
<td>Speech Against</td>
<td>Free</td>
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</tbody>
</table>

Conference Believes

1. Many Cut the Rent Strikes have been started across the country, from Sussex to Aberdeen, after the successes of UCL Cut the Rent in carrying out a Rent Strike that
pressed their university into increasing the housing bursary available and reducing
rents in their cheapest sets of halls.

2. That research by the National Union of Students shows that rents are soaring for
students across the country; with students in London hit the hardest. NUS identifies
this as a key part of a “cost of living crisis” for students.

3. The housing affordability crisis is also widespread beyond London and its boroughs.

4. There are currently numerous grassroots campaigns such as Focus E15, New Era 4
All, Â Radical Housing Network, London Renters’ Union and Acorn which are actively
challenging social cleansing and skyrocketing rents.

5. Direct actions, such as rent strikes, have been successful at winning hundreds of
thousands of pounds of concessions at UCL and most recently Sussex

Conference Further Believes

1. Housing campaigns continue to be a fundamental area of struggle under the
   Conservative government, particularly considering the continued marketisation of our
   universities.

2. Housing is a human right.

3. Rent strikes are an effective way of mobilising against universities.

4. That it is obscene and exploitative that students have to pay more in rent than they
   receive in loans or grants.

5. That with private rents becoming ever more unaffordable nationally, it is vital that
   universities provide an affordable alternative to all students.

6. It is vital for the student movement to express solidarity with those facing
   extortionate rents, eviction and homelessness.

7. NUS has a guide called ‘Students on Rent Strike’, which has detailed information on
   setting up a rent strike campaign, getting tenants involved, the legal risks and
   considerations rent strikers must take and examples of draft policy to take to
   different institution and union boards.

8. All tactics should be utilised in the fight for safe, secure accommodation, in order to
   leverage collective power against landlords and letting companies.

Conference Resolves

1. To support and build for demonstrations and other actions around the topic of
   housing.

2. To contact existing grassroots housing campaigns with a view to establishing strong
   relationships, and to find out how the NUS can most effectively support their work.

3. For the NUS to use their comms channels to publicise call-outs for housing-focused
   direct action, such as eviction resistance and occupations. This one is v nice!
4. To run a campaign calling for “living rents” set according to the needs and means of tenants, rather than the market and the profits of landlords, agents and education institutions.

5. To actively support private tenants’ unions, such as ACORN and London Renters Union.

6. For the NUS Welfare Zone to update and extend the guide on how to create and organise tenants’ unions on campus.

7. To work to actively implement the Students on Rent Strike Guidance, working with rent strike campaigns to ensure they have access to all necessary information, particularly on their legal rights and situation.

8. To explicitly support the use of rent strikes and other forms of direct action to achieve affordable accommodation.

9. To encourage and support Cut the Rent and similar campaigns surrounding housing on campuses, like at UCL, SOAS, Bristol, Aberdeen and Sussex.

Amendment

W105b – ADD AMENDMENT

Title

Fight for affordable housing

Submitted by

Edinburgh Napier Students’ Association, Durham University Students’ Union, ArtsSU

Speech For

Edinburgh Napier Students’ Association

Speech Against

Free

Conference Believes

1. An ever increasing number of students are struggling with extortionate rents that use up the majority of their maintenance loans and grants.

2. Our students come from variety backgrounds and many have made significant financial sacrifices due to factors such as international student fees and the relatively high cost of living in the UK.

3. According to Royal Bank of Scotlands’ survey reported by BBC Edinburgh is the one of most expensive city in the UK paying Â£112.05 on rent per week, compared to around Â£110 across the UK.

4. Students are ineligible to receive housing benefit because their maintenance support is supposed to cover their rent. However, we know many students’ rent exceed their loans and grants. International students do not receive financial aid and assistance, making it hard for them and their families to support their education.
5. Rent constitutes a significant proportion of all students’ education cost, irrelevant whether in university or private accommodation.

6. That young people in the UK are facing a national housing crisis.

7. That everybody has the right to housing that is of a decent standard and affordable.

8. 1.3 million privately rented properties are failing the government’s decent homes standard and 6 in 10 UK renters experiencing damp, mould, leaks, gas & electrical hazards or infestations within a 12 month period.

9. In 2014, NUS’ “Homes Fit for Study” Report found that 76% of students had experienced at least one issue with the condition of their rented home, with 52% having felt uncomfortably cold in their home and 53% having experienced delays with repairs being carried out.

10. Despite poor conditions, rents continue to be too expensive, with polling from ComRes showing that 39% of those in private rented accommodation have cut back on heating in order to make rent payments, whilst a third have cut back on food.

11. Overall, an estimated 338,000 under-35s are thought to be renting properties hazardous to health.

12. In 2015 there were more than 50,000 complaints made to local Councils about housing. Of those, only 14,000 were investigated, and action was eventually taken in less than 1000 cases.

13. That local authorities must do more to use their powers to sanction landlords who fail to provide acceptable conditions for their tenants.

14. That University accommodation also often fails to offer the value and quality students deserve to expect.

15. A recent Freedom of Information Request showed that 17,300 students have fallen into rent arrears whilst in University accommodation in the past year, a rise of 16%.

Conference Further Believes

1. Cost should not be a barrier to a high-quality education, regardless of one’s nationality.

2. Everyone deserves housing ‘fit for human habitation’. Unfortunately, this view is not shared by the UK government.

3. Students are well placed to lead effective ‘Cut The Rent’ campaigns and win proper affordable rents.

4. Students are often at risk of punitive annual rent increases and do not enjoy security of tenancy for the duration of their degree.

5. That in order to tackle the national housing crisis, students must organise collectively for better quality and more affordable housing both in the private rented sector and in University Halls.
6. In 2015, students at UCL received more than £100,000 in compensation after campaigning against unacceptable conditions in University accommodation.
7. Creating Tenants’ Unions is an effective way of allowing both students and local residents to work together to campaign for the housing that they deserve.
8. Tenants’ Unions have already been established in places such as Sheffield, Bristol, Newcastle and Durham, with students often helping to play a leading role in these organizations.
9. The creation of a network of Tenants’ Unions across the country could help to shift the balance of power towards renters, allowing them to demand better conditions and have their rights respected.

**Conference Resolves**
1. To unite ‘Cut The Rent’ campaigns, tenants’ unions and students’ unions to launch a national campaign including a coordinated series of rent strikes across the country.
2. To mandate the incoming NUS VP Community to campaign for affordable accommodation for all students.
3. To set up a working group, comprising full-time and part-time student officers who can represent international students, across England, Wales, Scotland and Northern Ireland, and will advocate for the extension of affordable student accommodation.
4. To prepare briefing materials and campaign guides for campaigns to extend affordable student accommodation for all students, explicitly including international students (EU and non-EU), and to distribute them to student unions.
5. To provide material support to individual student unions who are initiating and running campaigns to extend affordable student accommodation, including taking part in resistance to university retaliation against these student unions and individual students (particularly international students, who often require a guarantor to rent privately and whose guarantors may be affiliated to the university.
6. To fight for a maximum rent of £80 per week.
7. To campaign for the reinstatement of housing benefit, the mass building of council houses and secure tenancies for students and young people.
8. To encourage Students’ Unions to set up Tenants’ Unions for students and local residents in their area.
9. To work with organisations such as ACORN, Generation Rent and Shelter to provide the appropriate guidance, training and resources to students wishing to establish Tenants’ Unions and grassroots housing campaigns in their areas.
10. To help Students’ Unions lobby their local authorities to use their powers to crackdown on rogue landlords
11. To lobby at a national level for more resources for local authorities to regulate the private rented sector and for stronger rights and protections for tenants.

12. To continue to push for affordable University halls, with 25% of a university’s halls costing no more than 50% of the maximum maintenance loan.

**Amendment**

<table>
<thead>
<tr>
<th>Amendment</th>
<th>W105c – ADD AMENDMENT</th>
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<tbody>
<tr>
<td>Title</td>
<td>Opposing the Private Rented Sector</td>
</tr>
<tr>
<td>Submitted by</td>
<td>Middlesex Students’ Union, University of Manchester Students’ Union</td>
</tr>
<tr>
<td>Speech For</td>
<td>Middlesex Students’ Union</td>
</tr>
<tr>
<td>Speech Against</td>
<td>Free</td>
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</tbody>
</table>

**Conference Believes**

1. Three quarters of private halls providers require students to make large rent payments in advance of the start of a tenancy. For the first term at least, providers require payment before the student gets their loan or bursary.\(^8^7\)

2. This means students increasingly go into debt to cover upfront costs to letting agencies, including the deposit and holding and letting fees.

3. This all has negative implications on student wellbeing, with risks to housing security and financial pressures being particularly of concern.

4. In the case of international students, estranged students, and those who otherwise do not have a guarantor, there are often extra costs on top of already extortionate rents and fees due to having to pay more deposit or insurance in place of a guarantor.\(^8^8\)

5. That cost of living is one of the greatest barriers to higher education for students from a working-class background.

6. That the average weekly rent for purpose-built student accommodation in the UK rose 23% from £120 to £147 between 2009-2010 and 2015-2016.

7. Private accommodation is on average £34.71 more expensive than institutional run accommodation.

8. The rate of increase in student accommodation costs is much greater than the rate of inflation.

\(^8^7\) [https://www.nus.org.uk/PageFiles/12238/Unipol_NUS_AccommodationCostsSurvey2015.pdf](https://www.nus.org.uk/PageFiles/12238/Unipol_NUS_AccommodationCostsSurvey2015.pdf)

9. In recent years universities have sold institutionally run accommodation to private companies. In 2006 82% of student accommodation was run by educational institutions compared to only 52% in 2016.

**Conference Further Believes**

1. Great gains have been made by students staying in university-owned halls, winning mass amounts of compensation through rent strikes and other similar tactics. 

2. In the private sector, tenants’ unions such as Acorn and London Renters Union have been essential in stopping landlords’ exploitative behaviour and unjustified evictions.

3. Extra fees in the case of not having a guarantor is discriminatory towards estranged students, who are disproportionately likely to be LGBT+, and/or international students.

4. That Universities have a responsibility to their students to provide quality accommodation.

5. University halls of residence are of vital importance to first-year students as well as international students.

6. That affordable student accommodation is vital to student welfare.

7. That private providers charge exponentially high prices for student accommodation and rip students off.

**Conference Resolves**

1. To provide toolkits to students’ union equipping them with tools to fight the contracting out of accommodation to private sector providers.

2. To ensure the VP welfare will promote the establishment of tenants’ unions on campuses around the country to ensure protection against unscrupulous landlords.

3. For the Welfare Campaign to work with existing tenants’ unions such as Acorn and London Renters’ Union to run tenants’ rights workshops on campuses and co-ordinate cross-city campaigns.

4. For the VP Welfare to campaign to introduce more guarantor schemes in HE institutions, and to create a campaign for FE Colleges to act as guarantors to students who are in need of one.

5. That the NUS should actively campaign against the privatisation of student accommodation.

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89 https://www.facebook.com/cuttherentatgoldsmiths/photos/a.516468778532694.1073741828.516191278560444/646500448862859/?type=3&theater

90 https://acorntheunion.org.uk/
6. That students' union officer should be provided with the right training and resources to fight student accommodation privatisation at their institutions.

Amendment  
**W105d – ADD AMENDMENT**

<table>
<thead>
<tr>
<th>Title</th>
<th>NUS to improve fire safety in student accommodation</th>
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<tbody>
<tr>
<td>Submitted by</td>
<td>Leeds University Union, University of West London Students’ Union</td>
</tr>
<tr>
<td>Speech For</td>
<td>Leeds University Union</td>
</tr>
<tr>
<td>Speech Against</td>
<td>Free</td>
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</tbody>
</table>

**Conference believes**

1. On 14 June 2017, the 24-storey Grenfell Tower caught fire causing at least 80 deaths and over 70 injuries with many missing.
2. The use of flammable cladding (called ACM) was a factor in the spreading of the fire.
3. Fire alarms weren’t regularly checked, exposed gas pipes and a "stay put" policy contributed to the devastating effects of the fire.
4. Many student halls are high rise blocks (over 6 storeys).
5. Several student halls have been found to have the same or similar cladding to Grenfell Tower. Some of these buildings still have this cladding and have not been advised to remove it.
6. There are 60,000 student beds that fall outside student accommodation Code regulations.

**Conference further believes**

1. Students deserve safe and secure accommodation.
2. Many students live in the private rental sector where housing and safety regulation may not apply.
3. All student accommodation, including the private rental sector, must be regulated and maintained to ensure that they are safe.

**Conference resolves to**

1. NUS to lobby the government to make compulsory tests for student accommodation that could have ACM cladding.
2. NUS to lobby the government to ensure that the findings of the inquiry into the Grenfell tragedy will have an effect on Scotland and Wales.
3. NUS to lobby the government to put into place a minimum standard for rented properties.
4. NUS to lobby the government to require all management companies of student halls to subscribe to National Code91 or The Student Accommodation Code.
5. To call for compulsory smoke alarms and carbon monoxide detectors in all rented housing.

Conference Believes
1. Abortion is only available in Northern Ireland where there is risk to the life or long-term mental or physical health of the pregnant person, excluding cases of fatal foetal abnormality, or pregnancy as a result of sexual crime. It is a criminal offence punishable by life imprisonment under Offences Against the Person Act 1861. The 1967 Abortion Act was never extended to NI.
2. Article 40.3.3 of the Irish Constitution, (the Eighth Amendment), equates the life of a pregnant woman to that of an embryo. Legal interpretations mean that most people seeking abortions in the Republic of Ireland cannot access them. It adversely affects maternity care for wanted pregnancies and has led to life-saving care of women being denied.
3. Maltese, NI and RoI laws are the most restrictive in Europe and incompatible with minimum human rights standards.
4. NI’s PPS initiated criminal proceedings for unlawful procurement of abortion medications in three separate cases since 2016. A 2016 case resulted in a suspended-sentence of 3 months’ imprisonment. In 2017 a couple received cautions for attempting to procure an abortion with Mifepristone and Misoprostol.
5. In October 2017, the DW&E announced that it would cover the cost of treatment for persons travelling from NI to England for abortion care. Pregnant persons lawfully

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**Motion W106**

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<thead>
<tr>
<th>Title</th>
<th>Decriminalization of Abortion in Northern Ireland</th>
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<tbody>
<tr>
<td>Submitted by</td>
<td>Queens’ University Belfast Students’ Union</td>
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<tr>
<td>Speech For</td>
<td>Queens’ University Belfast Students’ Union</td>
</tr>
<tr>
<td>Speech Against</td>
<td>Free</td>
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</tbody>
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**91 nationalcode.org/**
resident in NI will be offered free abortions at the point of access if they travel to England to exert that right.

6. Scotland's Chief Medical Officer announced that she will enable persons, for whom it is clinically appropriate, to take Misoprostol to complete an abortion at home. This brings Scotland in line with French and Swedish policy.

Conference Further Believes
1. Abortion medications appear on WHO’s list of essential medicines and are already used in NI hospitals for miscarriage-management and very limited numbers of lawful medical abortions. These medications are regarded as ‘poison’ under the 1861 Act to criminalise abortion.
2. Despite English access, costs and logistics of transport, accommodation, time-off-work and childcare present barriers to accessing abortion outside NI. Additionally, RoI citizens pay to access care in British clinics ranging from £400-£2000.
3. Online pills frequently relied upon by persons who find it difficult or impossible to travel. Victims and survivors of domestic violence, disabled people, and carers can find themselves in this position.
4. The criminalisation of abortion in NI deters people from accessing aftercare, fearing being reported to the PSNI. People in RoI are impacted by the same fear of being reported to An Garda Síochána.
5. Individuals who decide to terminate a pregnancy should be supported by local health system care, rather than disempowering and isolating people.
6. Access is a student welfare issue: students can face crisis pregnancies which have impact personal and academic lives. Inaccessible safe and legal abortion in NI and RoI places undue burdens on students in already distressing situations.
7. Abortion should be governed by the same regulatory frameworks as all other medical procedures.

Conference Resolves
1. NUS to campaign for reproductive justice and the removal of barriers to abortion access in NI and stand in solidarity with abortion rights campaigners in RoI.
2. To advocate for abortion reform, inclusive of women, trans men, non-binary and gender-fluid people.
3. To campaign for the decriminalisation of abortion throughout the UK, stand in solidarity with the campaign in RoI, and support worldwide decriminalisation.
4. To work with the London-Irish ARC to support repealing the eighth, decriminalisation of abortion and free, safe, legal and local abortion in NI and the RoI.
5. Recognising that abortion access are liberation issues, will support and raise profiles of the Abortion Rights Campaign and Alliance for Choice.

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<thead>
<tr>
<th>Motion</th>
<th>W107</th>
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<tbody>
<tr>
<td>Title</td>
<td>Students and Sex Work</td>
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<tr>
<td>Submitted by</td>
<td>NUS LGBT+ Campaign, University of Plymouth Students’ Union</td>
</tr>
<tr>
<td>Speech For</td>
<td>NUS LGBT+ Campaign</td>
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<tr>
<td>Speech Against</td>
<td>Free</td>
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**Conference Believes**

1. Sex work refers (but not limited) to escorting, lap dancing, stripping, pole dancing, pornography, webcamming, adult modelling, phone sex, and selling sex.

2. The current regime of austerity, and cuts to services and support have disproportionately affected trans women, trans migrants and trans people of colour.

3. Whilst sex work is not illegal in the UK it is still criminalised, sex workers who work on the street can be picked up on soliciting or anti-social behaviour order charges, and sex workers who work together indoors for safety can be charged with brothel keeping.

4. Due to the rise in living costs, debt, increasing tuition fees, and slashed disability benefits, it is highly likely that some will do sex work alongside their studies.

5. Regardless of the reasons for entering into sex work, sex workers of all backgrounds deserve to have their rights protected.

6. Transgender Europe’s recent report declares that 88% of murdered trans people in Europe are sex workers.\(^92\)

7. Financial reasons, and any criminal record gained due to the criminalisation of sex work, are cited as the main reason for staying in sex work.\(^93\)

**Conference Further Believes**

1. The “Nordic model” or criminalisation of sex workers’ clients has been shown to lead to further distrust of the police amongst sex workers and a willingness of sex workers to engage in more risky behaviour/safety procedures. The law increases difficulties in street work, jeopardises safety, increases violence, leads to sex workers’ child custody being revoked and being evicted from housing arbitrarily. Additionally,


criminalisation of sex work means that clients are reluctant to give identifying information, ensuring that any client violence is virtually anonymous and not prosecutable, and rendering screening near impossible.

2. The pushes for legislation which would criminalise the purchase of sex (and introduce what is known as the ‘Nordic Model’) are often spearheaded by anti-choice, anti-LGBT+, right-wing fundamentalists and radical exclusionary feminists.

3. Often, legislation of this kind is brought forward in the name of anti-trafficking programmes, when in reality they are laws which aim to control what people can and can’t do with their own bodies, combined with dangerous anti-immigration initiatives.

4. Criminalising the purchase of sex puts sex workers, especially those who work on the street, in danger.

5. Decriminalisation reduces police abuse, harassment and violence against sex workers.

6. Organisations that support the decriminalisation of sex work include the World Health Organisation, UN Women, Amnesty International, the Global Commission on HIV and the Law, Human Rights Watch, NUS Women’s Campaign and the Royal College of Nurses.

7. Decriminalisation would ensure that sex workers feel able to report unsafe clients or violence at work without the worry of criminal repercussions, and that those who wish to leave the sex industry are not left with criminal records as a result of their job.

**Conference Resolves**

1. NUS will support and campaign for the full decriminalisation of sexwork.

2. To support sex worker led organisations, such as the English Collective of Prostitutes, SWARM (Sex Worker Advocacy and Resistance Movement), Sex Workers Alliance Ireland, and SCOT-PEP, who work to improve the lives of sex workers across the UK and beyond.

3. To support and liaise with sex worker-led organisations, such as the English Collective of Prostitutes and Sex Worker Alliance & Resistance Movement, who work to improve the lives of sex workers across the UK.

4. To campaign against any attempted to introduce the Nordic Model in the UK
Conference believes
1. The NUS “Learning with Care” research (2013) said that student carers had experienced varying degrees of support from their institutions, but in all cases there was a lack of coordinated, systematic support.
2. Two thirds of student carers (67%) regularly worry about not having enough money to meet their basic living expenses.
3. That full time students are not eligible for Carers Allowance.

Conference further believes
1. That student carers are under-represented in the student movement as a whole.
2. That international student carers should also be considered.
3. That NUS should be doing more for student carers.

Conference resolves
1. To mandate the Vice President Welfare to lobby the UK Government on Carers Allowance eligibility to be extended to students.
2. To mandate NUS to consult student carers on what support from their institutions and Unions should look like, to collect data and best practice from Students’ Unions on how they and their institutions support student carers currently, and share this in a guide to the membership.
Conference Believes
1. The government intends to build several new megaprisons across England and Wales. The cost of this stands at least £1.2 billion.  
2. The UK has the highest per capita prison population in Western Europe. 
3. Prisons are a costly and ineffective method of resolving conflicts in the community. A prison place costs in excess of £40m per year, with high rates of reoffending. 
4. Restorative justice is an alternative approach to the prison system which emphasises mediation, community support mechanisms, and challenging systemic oppression. It has better rates of victim satisfaction and offender accountability compared with punitive justice. 
5. The UK Prison System disproportionately incarcerates working class, black, and disabled people. Whilst figures are not kept on LGBT+ and Trans demographics behind bars, anecdotal evidence points to these communities being disproportionately represented in prison too. 
6. The NUS Trans Campaign has been working on a syllabus which provides workshop plans and reading material for people who want to learn more about prison abolition and restorative justice.

Conference Further Believes
1. Any expansion of the prison estate is likely to have the effect of increasing state violence and the incarceration of marginalised people.
2. £40k per prisoner per year, in the vast majority of cases, would be better spent on prevention and social support than on simply housing them behind bars.
3. Restorative justice is well-supported in public policy and is a more ethical and effective form of justice, but not many people know about it meaning it has little public support. It is often excluded from law, criminology, and related courses.
Conference Resolves

1. For NUS to affirm a stance supporting a moratorium on the construction of new prisons in the United Kingdom.
2. To mandate the President to write to the Ministry of Justice expressing opposition to current and future prison expansion projects.
3. To mandate the VP Soc Cit to provide support for local groups campaigning against prison justice and for restorative justice.
4. To mandate the VPUD to explore the possibilities of setting up students unions within prisons where educational facilities are provided.
5. To mandate the President, VPHE, and VPFE to campaign for law, criminology, social work, and other related courses to include abolitionist perspectives within their course content.
6. To mandate the President and Vice Presidents to encourage constituent members to disseminate and utilise the prison abolition syllabus.

Conference Believes

1. All students, regardless of age, should have access to free, confidential sexual health services suitable to their needs and within a practical distance to travel to.
2. All sexual health services and information should be pro-choice and we should fight for the right for students to live and study on our campuses without being lobbied by anti-choice groups.
3. Access to sexual health services is especially difficult for students aged 16-18 in FE.
4. FE students aged 16-18 are a valuable voice in developing an inclusive SRE curriculum for schools.
5. The effect of privatisation and Tory cuts have meant that multiple sexual health centres have closed over the past year. In London alone six have closed in the past year.
6. The Royal College of Nursing has criticised the new the new system for sexual health as, an "STI ticking time bomb".

Motion  
W110  
Campaigning for better sexual health provision on campus  
Submitted by  
Kent Union  
Speech For  
Kent Union  
Speech Against  Free

123
Conference Resolves
1. To support and lobby local councils to adopt similar legislation to Ealing Council on combating the harassment that women going to sexual health clinics face from pro-life protestors, by creating buffer zones.
2. NUS must lobby for sexual health services to be free for students and that the cuts to services such as sexual health clinics and rape crisis centres, to be reversed.
3. NUS to work with FE institutions to ensure that 16-18 year olds are key voices in shaping SRE
4. Through the NUS purchasing consortium, STI testing kits and free contraception should be provided to Students’ Unions.

Motion  W111
Title  Interfaith
Submitted by  Middlesex Students' Union
Speech For  Middlesex Students' Union
Speech Against  Free

Conference believes
1. Interfaith activities on campus promote education and understanding of different religions and their practices. This can foster greater degrees of tolerance and sustained acceptance of minority communities through encouraging celebrations of religious and cultural diversity.
2. Tolerance and good relationships between students of all faiths and none can be fostered through interfaith initiatives.
3. By educating students and increasing awareness, this will in turn decrease the levels of prejudice and hate towards those of religious backgrounds.
4. Strengthening good interfaith relations on campus is a method to ensure that wider society then becomes more accepting and tolerant.

Conference further believes:
1. NUS has a duty to bring about tolerance on campuses and the inclusion of all religious groups.
2. NUS has existing Faith and Belief initiatives but in recent years they have been inactive on this issue.
Conference resolves
1. NUS must mark Interfaith Week every year by promoting it to Students Unions and actively encourage full time officers to take part.
2. The Faith and Belief Initiatives Funding that NUS provides must be wider advertised to students and Students’ Unions.
3. NUS must promote interfaith spaces on campuses that give equal access to all faiths.

Motion W112

Conference Believes
1. Following the scrapping of Bursaries, English applications to British Nursing and Midwifery courses fell 23%.
2. Placements reduce access to union and university support.
3. Failure and dropout rates are high. Students report inadequate academic and wellbeing support.
4. The last NUS Charter for Nursing and Midwifery students was published 22 years ago.
5. Neither the relevant QAA nor NMC’s education standards mention student support, representation or social activity.
6. Nursing and Midwifery Students contribute to NHS services without employment rights or financial compensation.
7. The NUS must act to support student Nurses and Midwives.
8. There are huge problems with academic failure and lack of support for nursing students, across all institutions.
9. Many nurses and midwives are on placement for half the year and as a result, they are very unlikely to be involved with their Unions, societies and sports clubs.
10. Nursing placements are often some distance from the institution therefore increasing isolation and reducing the amount of contact time for face-to-face support with their institution to a minimum.
11. Students on nursing courses are often mature, with dependants and many institutions fail support those with these and other additional needs.
12. Nursing failure and drop out rates are at epidemic levels, institutions average a 20% drop out rate but some report up to 50%

13. Whilst on placement there is the added pressure to meet the demands submitting and preparing for assessments leads to academic failure, misconduct and stress

14. Nursing students can be course terminated through the means of ‘fitness to practice’

15. The last NUS Charter for Nursing and Midwifery students was published 22 years ago.

16. There are huge problems with academic failure and lack of support for nursing students, across all institutions

17. NSS scores consistently track lower for Nursing and Midwifery courses against the average

18. Many nurses and midwives are on placement for half the year and as a result they are very unlikely to be involved with their Unions, societies and sports clubs or wider University community

19. Nursing placements are often some distance from the institution therefore increasing isolation and reducing the amount of contact time for face to face support with their institution to a minimum

20. Students on nursing courses are often mature, with dependants and many institutions fail support those with these and other additional needs

21. Nursing failure and drop out rates are at epidemic levels

**Conference Further Believes**

1. The NMC’s standards for Nursing and Midwifery education (like the QAA for these courses) fail to mention student support, student representation or social activity

2. To address Nursing and Midwifery students specifically in future reviews of NUS governance.

3. To improve campus integration, including in student unions’ sports clubs, societies and other services.

4. Nursing bursaries have been scrapped

5. Year after year NUS passes motions on Nursing and Midwifery that never seem to go anywhere

6. The last NUS Charter for Nursing and Midwifery students was published 22 years ago

7. The NMC’s standards for Nursing and Midwifery education (like the QAA for these courses) fail to mention student support, student representation or social activity

**Conference Resolves**

1. To work with all relevant trade unions to campaign for increased financial support for these students, including an upfront allowance for placement expenses.
2. Lobby Universities to adapt placement allocation to the needs of student carers, family cohesion and professional development.

3. Lobby for future versions of the NMC code to uphold freedom of expression and the right to personal life; removing restrictions on media co-operation and relaxing professional behaviour regulations, allowing student nurses to express themselves freely online (excluding hate speech/misconduct).

4. Create a national charter of rights for Student Nurses and Midwives

5. To hold a national summit on representation of Nursing and Midwifery students in conjunction with Unison, the RCN and the RCM

6. To lobby the NMC and other bodies to improve the standard of student representation, student social facilities and student wellbeing delivered by HEIs as a key part of nursing education standards

7. Campaign for all UK Nursing and Midwifery curriculums to explore the health needs of minority groups.

8. Lobby Universities to improve their absence and ‘fitness to practice’ policies so that disabled students in these fields do not suffer discrimination.

9. Respond to proposals for NHS staff to enforce ‘health-tourism’ regulations.

10. Protect placements and future jobs for current nursing students

11. To carry out research into the student experience of students on Nursing and Midwifery courses

12. To research the viability of the remuneration of student nurses for the hours undertaken on placement, which constitutes approximately 50% of the contact hours during their degree.

13. To campaign to expose the failure of student funding policy for nursing and reverse the changes

14. To look at integration of nursing across many Unions and their campuses to increase nursing representation

15. That any review of NUS’ governance should address nursing and midwifery students as a specific priority area

16. To campaign to expose the failure of student funding policy for nursing and reverse the changes

17. To look at integration of nursing across many Unions and their campuses to increase nursing representation

18. To work with trade unions to protect placements and future jobs for current nursing students

19. To hold a national summit on representation of Nursing and Midwifery students in conjunction with Unison, the RCN and the RCM
20. To lobby the NMC and other bodies to improve the standard of student representation, student social facilities and student wellbeing delivered by HEIs as a key part of nursing education standards
21. To carry out research into the student experience of students on Nursing and Midwifery courses
22. To create a new national charter of rights for Student Nursing and Midwifery education

Motion **W113**

Title **Being Uber Safe**

Submitted by Staffordshire University Students’ Union

Speech For Staffordshire University Students’ Union

Speech Against Free

**Conference Believes**

1. Many wheelchair accessible taxis refuse to take disabled passengers, including people with a visual impairment and who require a guide dog and wheelchair users.
2. That this is breaking the law
3. That taxi drivers, firms, companies and organisations that either support this behaviour should be appropriately penalised for such discrimination.
4. Many Students’ Unions and Associations run safe taxi schemes
5. That everyone should be safe from discrimination and harassment when using taxis, Uber, public transport or other methods of getting around.
6. That people with disabilities already face unprecedented levels of discrimination

**Conference Further Believes**

1. Former Staffordshire University Students’ Union President, Bal Deol, went undercover for the BBC Midlands Today in February 2015 to expose this fact.
2. As a result of this uncover work in 2017, the Transport Minister - Andrew Jones announced a change in the law, which took effect from April 2017 and taxi drivers can now face a fine of up to £1000 if they refuse to take disabled passengers or charge them extra.
3. That Uber drivers have been accused of sexually assaulting many passengers
Conference Resolves
1. To mandate the Vice President Society and Citizenship & Welfare to ensure research is carried out into passenger safety in registered taxi companies
2. To mandate the Vice President Society and Citizenship & Welfare to create a toolkit to support Students’ Unions and Associations and Universities to justify the taxi company they are promoting.
3. For NUS to conduct research into which Students’ Unions successfully run safe taxi schemes for their students and share best practice widely
4. To mandate the Vice President Society and Citizenship & Welfare to lobby the Transport Minister to ensure both private hire and public taxis are safe and accessible for all to use.
5. For the Vice President Society and Citizenship & Welfare to create campaign guidelines for Students’ Unions and Associations to run safe taxi schemes, and for this to include accessibility for all students.

Motion W114

Title Childcare on campus
Submitted by Roehampton Students' Union
Speech For Roehampton Students' Union
Speech Against Free

Conference Believes
1. That NUS has carried out research in the past on the experiences of student parents in ’Meet the Parents’ (2009) and in NUS Scotland's' "The Bairn Necessities" (2015)

Conference Further Believes
1. That while both of these pieces of research are thorough and important, more needs to be done to support student parents on campus and improve childcare provision specifically across the UK.

Conference resolves
1. To mandate NUS to carry out research on what provision is currently available across the UK, in both HE and FE.
2. To mandate the Vice President Welfare to work with the Student Parents and Carers section of NUS to launch a campaign around improving provision across all post-compulsory learning.

3. That NUS will collect best practice from Students’ Unions on work they’re doing to make their campuses child-friendly, and share this with the wider movement.

**Motion**  
**W115**

**Title**  
Transport

**Submitted by**  
City of Bristol College Students’ Union, Chichester College Student Association, FE Zone Committee, Leeds City College Students’ Union

**Speech For**  
City of Bristol College Students’ Union

**Speech Against**  
Free

**Conference Believes**

1. Transport costs mean students are currently, and have consistently been, excluded from or impoverished by their education.

2. During the Area Review Process, NUS held roundtables with student representatives from 124 FE institutions across England. It was found that in every area transport was an issue affecting student’s ability to access education.

3. NUS carried out research with FE students in 2015 and found that 51% of students said they cannot always afford their travel costs. 102

4. In Wales, around six in 10 (62 per cent) further education students have costs associated with travel. 103 This figure rises to 75% in Northern Ireland,

5. The cost of travel, both in cash and time, is putting strain on students’ abilities to balance their commitments between work, study and family life. In Wales, 37% of students reported this, in Northern Ireland it was 49%. 104 105

6. Apprentices struggle to afford their transport costs. Across the UK apprentices are paying an average of £24 per week in travel costs. 106 This means that an apprentice on the apprentice national minimum wage of £3.50 lose an entire day’s pay each week in paying for their commute.

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102 https://nusdigital.s3-eu-west-1.amazonaws.com/document/documents/20127/a9921e89ec43a5c30c93230062098267/CTC_transport_briefing_.FINAL.pdf?AWSAccessKeyId=AKIAJKEA5G2WKFL6MHDQ&Expires=1515431626&Signature=NjQAdwdX2G92V4F93p3w3zyL%3D


7. In Scotland, an apprentice on the apprentice minimum wage working 35 hours a week would earn £122.50 a week. While discounts are available to 16-18 year olds who hold a Young Scot card, apprentices over 18 face weekly ticket costs of up to £54.409 - almost half of their weekly wage.107

8. Rail fares have risen by over 32% on average since 2010.108

9. The discount offered by the 16-25 railcard and new “millennial railcard” announced in 2017 is not valid on a large amount of peak-time travel, when students are most likely to be travelling to college.

10. Student support for travel is inconsistent across local authorities and does not cover costs.

11. The removal of Education Maintenance Allowance and the Adult Learning Grant back in 2010 for students in England has made financial support a key issue for Further Education students when it comes to accessing their education.

12. That whilst the Government replaced EMA with a bursary, the overall budget of this fund and its discretionary nature means that it is inadequate at meeting the needs of FE students.

13. Only 17 per cent of FE students receive support from their college to pay for transport costs.109

14. A major Bill on public transport has been through parliament over the past year but Students have been largely uninformed about this so far

15. Local monopolies like First and Arriva jack up prices and students are left powerless and out of pocket

16. The bill introduces new franchising powers with decision making at a local level but SUs need help on influencing this

17. There should be student concessions on all bus services, to ensure consistent discounts for all institutions some of which are based on different discounts on different campuses.

18. Usage of the 16-25 railcard should not have any restrictions on peak services or on the purchase of annual or monthly overground or underground travel cards.

19. Commuting students can be adversely affected by inadequate provision

20. Transport is one of the biggest costs for FE students not living on campus

21. FE Students in rural areas pay more for often less satisfactory services

22. NUS should be encouraging students to use public transport rather than personal travel to lower their carbon footprint. Since 2014 the National Society of Apprentices (NSoA) have had the issue of transport as a priority.

107 https://www.scotrail.co.uk/tickets/commuter
109 https://nusdigital.s3-eu-west-1.amazonaws.com/document/documents/20127/a9921e88ec43a5c30c932098267/CTC_transport_briefing_-FINAL.pdf?AWSAccessKeyId=AKIAJKEA56ZWKFl6MNQ&Expires=1515431626&Signature=NjQAdwdXZGPZVK493p5wvzYLY%3D
23. The NSoA have been working on a national campaign on the issue of transport.
24. Robert Halfon MP, Chair of the Education Select Committee, has spoken to the NSoA about making the campaign bigger and offering his support.
25. Some apprentices are blocked from accessing their apprenticeship if they live in rural areas or areas with a lack of public transport. This creates a further barrier in terms of adverse pay conditions and discourages people from applying to apprenticeships or types of apprenticeships.
26. All apprentices should have a reasonable amount of disposable income for development.

Conference Further Believes
1. Students also suffer from poor, unreliable services on public transport such as buses, trains and trams.
2. One third of FE students spend between one and two hours getting to college.¹¹⁰
3. Students in rural areas have limited services that are at risk of being cut or removed completely, limiting students’ access to college and activities outside the classroom.
   In cities, transport options are more numerous but the cost can be so prohibitive as to leave students’ transport options very limited.
4. Area reviews in England, college regionalisation in Scotland and mergers creating large regional colleges in Wales and NI are intended to create greater specialisation of subjects being taught on certain campuses.
5. Curriculum changes like this will lead to students having to travel further to access the course they want to study or choose a course or institution they may not want to study because it is nearer to their home
6. Many students’ unions negotiate with local bus companies to provide a discounted rate for students, but as this happens at a local level it varies from institution to institution meaning not all students are getting a fair deal.
7. Anyone studying more than 15 hours per week may purchase a 16-25 railcard, but to discounted rail fares can be obtained using a 16-25 railcard before 10am and apprentices over 25 are not eligible.
8. Private rail companies should reverse the decision to scrap 16-25 Railcard holders being able to access discounts at peak times - a decision which penalises students and young workers who need to travel by train to study or access their place of work.
9. The Government should guarantee free bus travel for FE students and apprentices, just as older people do, to ensure equal access to opportunity, preventing them from falling behind due to financial barriers.

¹¹⁰ https://nusdigital.s3-eu-west-1.amazonaws.com/document/documents/20127/a9921e98ec43a5c30c93230062098267/CTC_transport_briefing_FINAL.pdf?AWSAccessKeyId=AKIAJKEAS56ZWKFU6MNQ&Expires=1515431626&Signature=kJQAdvdxZGP2VKf493p5SwvzZLY%3D
NUS FE Zone has launched its national #myFEjourney campaign around transport in the sector

**Conference Resolves**
1. To invest in a community-led campaign across the country, to bring together transport companies, local councils, and students to fix cheaper, more affordable, and more reliable travel for students.
2. To lobby locally and nationally for discounted and accessible travel for college students and apprentices across the UK.
3. To negotiate with national public transport providers to ensure NUS Extra as the recognised discount card for travel.
4. To lobby private national rail companies to lift the peak-time restriction on young person’s rail discounts.
5. To produce guidance for local unions to contact and lobby local franchised transport providers to introduce cheaper travel for students.
6. To create a briefing to assist and coordinate with unions lobbying for better student transport and student discounts on travel in their local area through the new laws.
7. To lobby National Rail regarding restrictions on the 16-25 railcard and publicise availability to full-time students over 26.
8. For NUS to increase AOC and UUK’s awareness of the issues commuting students face and the effect they have on the student experience.
9. To lobby for a national student concession on all public transport.
10. To lobby Transport for London regarding the restrictions on Oyster payments for users of the Student Oyster Card.
11. NUS FE Zone and NSoA to work in conjunction on a national and regional campaign on apprentice travel.
12. The NUS VPFE to be made accountable for making sure the apprentice stream is not forgotten about.
13. For NUS VP Further Education and VP Society and Citizenship to work with the NSoA to obtain quantitative data around numbers of affected apprentices in rural and city areas.
14. When this data is obtained, for the transport working group of NSoA to come up with proposals to better the lives of apprentices.
Conferece believes  
1. A study by a Swansea University student media group in 2013 suggested that 1 in 3 students believe they have been spiked while on a night out. 
2. That more data is needed to truly know the extent and effects of drink spiking. 
3. That drink spiking isn’t necessarily always drugs, and that drinks can be spiked with more alcohol than the victim intends to consume without their consent.

Conferece further believes  
1. That spiking is a huge, mostly hidden, issue for students. 
2. It’s difficult to know the extent of this problem due to low reporting rates, as many victims of spiking either doubt themselves or face scrutiny on whether they ‘really have been spiked, or just had too much to drink.’ 
3. Statistics are urgently needed to bring the issue of spiking to the police and public’s attention and to show victims that they are not alone.

Conference resolves to  
1. To mandate the Vice President Welfare to produce a campaign toolkit for Students’ Unions to tackle spiking in their own venues, and to work with local bars and clubs to do the same. 
2. For the Vice President Welfare to commission a national research project on students and spiking. 
3. To work with NUSSL to get Spikeys, spiking testing kits, and other anti-spiking equipment and materials available through the purchasing consortium for Students’ Unions, so that more Students’ Unions can afford to offer these resources.
Conference Believes
1. That in 2015 alone, new plastic production stood at 322 million tonnes globally.
2. At least 8 tonnes of plastic is leaked into the ocean. 111
3. That the UN Sustainable Development Goal 12.8 aims to ensure that by 2030 ‘people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature’.

Conference Further Believes
1. The amount of packaging waste in society, and single-use plastic packaging in particular, is excessive.
2. That single-use plastic packaging in particular is having a significant negative effect on aquatic ecosystems - as illustrated by BBC’s Blue Planet II.
3. That the long-term impact of plastic in the food chain on humans is still poorly understood.
4. That in the absence of that understanding and given the known negative impact on aquatic ecosystems, society should adopt the precautionary principle in minimising plastic waste entering our oceans and waterways.
5. That constructive engagement with suppliers and companies by NUS and Students’ Unions can lead to practical alternatives to reduce or eliminate excessive packaging.
6. That Students’ Unions have an important role to play in raising environmental awareness and in encouraging pro-environmental behaviour change.

111 United Nations Environment, 2016  http://cleansseas.org/get-informed
7. That environmental engagement campaigns can lead to changes in environmental values, attitudes and behaviours of students that can last well beyond their time in education.
8. That Students’ Unions have an important role to play in engaging with their local communities on environmental issues – particularly with local schools.
9. That the Government’s recent 25-year environment plan\textsuperscript{112} was positive in its general outlook but was far too long-term and didn’t include anything that was binding.

**Conference resolves**
1. NUS should investigate possibilities for finding alternative options within its commercial supply chain, or to constructively engage existing providers, to identify and use lower or no packaging options – specifically focusing on reducing plastic packaging.
2. NUS should develop a plan for phasing out products which use no recycled content, or overuse packaging.
3. NUS should support and advise students’ unions on how to seek alternative suppliers, or engage with existing suppliers, where possible to limit and reduce single-use packaging waste.
4. NUS should build a campaign for students’ unions to bring to their campuses, to reduce the use of single-use plastics in particular.
5. NUS should provide a toolkit for students’ unions for Go Green Week on mitigating local pollution by running activities such as plastic clean-ups, in partnership with local and national organisations such as the Marine Conservation Society where relevant.
6. NUS should partner with other organisations, such as the Eco Schools network, to support students to deliver sustainability education in schools.
7. To lobby the government to ensure that the 25 Year Environment Plan is translated into meaningful policy and that more ambitious, shorter-term targets, are set for reducing plastic waste.

\textsuperscript{112} https://www.gov.uk/government/publications/25-year-environment-plan
Conference resolves

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

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

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

Conference resolves

Delete CR2, replace with

2. NUS should develop a plan for phasing out products which use no recycled content, or overuse packaging. Whilst still being accommodating to disabled people’s needs, for prepared easy access cheap food.
Conference Believes

1. In 2016, there were around 39,000 applications for asylum in the UK. Less than half of these were accepted.\(^{113}\)

2. That only around 1% of the world’s refugees live in the UK.\(^{114}\)

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

4. Turkey, Pakistan and Lebanon host the largest amount of refugees globally; Turkey hosts 2.7 million refugees. Lebanon, a country the size of Wales, now hosts over a million refugees.\(^{115}\)

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

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

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

Conference Further Believes

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

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


\(^{114}\) http://www.redcross.org.uk/~/media/BRF/Redcross/Documents/What%20we%20do/Refugee%20support/Mythbuster%20booklet%202016.pdf

\(^{115}\) https://www.refugeecouncil.org.uk/what_we_do/refugee_services/resettlement_programme/refugee_resettlement_the_facts
3. That, particularly since the EU referendum, the mainstream media have vastly over
exaggerated the number of refugees and asylum seekers in the UK.
4. This has led to a rapid increase in reported incidents of hate crime aimed at black
and Muslim people in the UK.
5. That refugees and asylum seekers in the UK should be able to access work that is
fairly paid, safe and secure.

**Conference Resolves**

1. That the NUS Society and Citizenship campaign should work with the International
   Rescue Committee to campaign for the UK to increase the number of refugees it
   resettles each year.
2. That the NUS Society and Citizenship campaign should support the International
   Students’ Campaign with its work with Students Action for Refugees, campaigning for
   better access to education for refugees and asylum seekers through the Equal Access
   campaign.
3. To collaborate with the trade union movement to campaign for better employment
   rights for asylum seekers and refugees.

**Amendment**

<table>
<thead>
<tr>
<th>Amendment</th>
<th>SC102a – ADD amendment</th>
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<tbody>
<tr>
<td>Title</td>
<td>ADD amendment</td>
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<tr>
<td>Submitted by</td>
<td>NUS Black Students’ Campaign</td>
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<tr>
<td>Speech For</td>
<td>NUS Black Students’ Campaign</td>
</tr>
<tr>
<td>Speech Against</td>
<td>Free</td>
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</tbody>
</table>

**Conference believes**

1. The roots of the current refugee crisis are inherently political.
2. NUS has often shied away from international solidarity, or derided this as “not
   relevant” to students in the UK.
3. Given the global span of our student membership; the active role of the UK
   government in creating the conditions for refugee flight; or the fact as illustrated by
   this refugee crisis that international events inevitably come “knocking on our door”-
   this is a very narrow conception of our movement.
4. NUS is uniquely positioned in civil society to challenge and organise around
   international issues, and government policy on these.
5. Our solidarity with refugees can and must go further than supporting them once they have arrived in Britain, to the root causes of why they are forced to flee their homes whether war, climate change, border policies or otherwise.
6. We must also vigorously oppose the surveillance and subjugation refugee/migrant students face under the UK immigration regime.

Conference further believes
1. Trade union officials have at times repeated damaging fallacies about migrant workers "driving down wages" for workers in order to justify their opposition to free movement.
2. NUS must be steadfast in campaigning against such logic, and campaign for an end to borders.
3. Campaigns like the LSE Cleaners’, and SOAS Justice 4 Cleaners, show how powerful student solidarity with precarious migrant workers in our institutions can be.

Conference resolves
1. Support student solidarity campaigns with migrant workers in universities, and work with the IWGB to develop campaign guidance for students.
2. Lobby universities to oppose the encroachment of anti-migrant 'Hostile Environment' policies on their institutions as far as legally possible.
3. To provide training sessions on migrants’ rights.

Amendment  SC102b - ADD amendment

<table>
<thead>
<tr>
<th>Title</th>
<th>Child refugees and the DUB</th>
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<tbody>
<tr>
<td>Submitted by</td>
<td>Leeds University Union</td>
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<tr>
<td>Speech For</td>
<td>Leeds University Union</td>
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<tr>
<td>Speech Against</td>
<td>Free</td>
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Conference believes:
1. From December 1938 to August 1939 Britain allowed 10,000 Jewish children on the Kindertransport to seek refuge from Nazi Germany, including Lord Alf Dubs.
2. There are currently 95,000 unaccompanied refugee children living in Europe.
3. In 2016 more than 25,800 unaccompanied children risked their lives to reach Europe.
4. Section 67 of the Immigration Act 2016, known as the Dubs Amendment, required the government to help relocate 3000 refugees to the UK and support unaccompanied child refugees.
5. After only 200 child refugees were allowed into the country, the scheme is set to finish after letting in only another 150 in.
6. On average, it takes 10-11 months to bring refugees in northern France to their family in the UK.

**Conference further believes:**
1. It is unacceptable that the Home Secretary stopped the Dubs amendment on the grounds of it encouraging “people trafficking”.
2. The Dublin Regulation has created a situation where there are child refugees with no legitimate home because they fall outside the policies parameters
3. Dubs therefore serves the purpose of taking in these children in desperate need of a home, but have no ties to a specific country
4. Britain has a responsibility to relocate, support and welcome unaccompanied child refugees to the UK and given the NUS’track record on fighting injustice it is right to campaign on this issue.
5. As students, we are the next important generation and have a responsibility to fight for what is right.
6. Local authorities play a vital role in supporting child refugees.

**Conference resolves:**
1. NUS will press the government to reopen the Dubs Amendment as well as honoring the Children at Risk Scheme, the National Transfer Scheme and Dublin Regulation under EU law to take in unaccompanied child refugees if they can be reunited with family in the UK, and speed the process up.
2. NUS will lobby local authorities to allocate resources to unaccompanied child refugees to demonstrate to the government that more than 480 refugee children can be accepted into Britain.
Conference believes
1. Access to higher and further education for refugees and asylum seekers needs to be improved? those who are under forced migration, are waiting for their asylum seeker status or who have been granted Humanitarian Protection or Discretionary Leave to Remain (DLR) as a result of an asylum claim don’t have equal access to university.
2. Only 57 higher education institutions offer scholarships, bursaries, fee waivers* and reduced fees out of 162.
3. There is currently a disparity between the type of offer from higher education institutions, where all institutions should provide the same level of funding in order to provide the same level of access and opportunity.
4. Refugees and Asylum Seekers are currently treated like international students in relation to fees. If Refugees and Asylum Seekers are international students then they should have the opportunity to apply to any higher education institution just like international students can.

Conference resolves
1. The NUS should lobby the Office for Fair Access (OFFA) to make it compulsory for universities to do the following:
   a. Offer at least 10 bursaries and scholarships to meet study and maintenance costs in their access agreement.
   b. Publicise their Equal Access policies so that potential students are encouraged to apply.
**Society & Citizenship Zone Motions**

<table>
<thead>
<tr>
<th>Motion</th>
<th>SC103</th>
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<tbody>
<tr>
<td>Title</td>
<td>Breaking Barriers</td>
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<tr>
<td>Submitted by</td>
<td>Union of Kingston Students, Central SU</td>
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<tr>
<td>Speech For</td>
<td>Union of Kingston Students</td>
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<tr>
<td>Speech Against</td>
<td>Free</td>
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**Conference believes**

1. Many asylum seekers and refugees are classed as “international Students’ in the UK education system, which means they have to pay more than home students, placing them under huge financial pressures.

2. Student Action for Refugees in partnership with the NUS are working together on the Equal Access Campaign to help push for better access to education for refugees and asylum seekers in higher education institutions in the UK

3. Many UK institutions offer fee waivers and/or maintenance grants to refugees and asylum seekers[2] Often these schemes are limited - both in terms of nationalities they apply to, as well as in number, and are at times crowdfunded rather than funded by institutions - bordering on tokenistic gestures.

4. Accessible education means education for everyone trying to access education regardless of where they come from. This means breaking all barriers to education for refugees and asylum seekers

**Conference further believes**

1. The NUS must actively support and fight for the rights of refugees and asylum seekers in detention trying to access further and higher education in the UK, which is a major barrier to accessing education.

2. Whilst campaigning for free and funded education for all - including international student - NUS should also actively campaign against charging refugee and asylum seeker students’ exorbitant international student fees to enable them to access education in the interim.

3. The NUS Society and Citizenship campaign must work with SUs to help refugees settle on campus and their local residencies through initiatives that promote education of their culture and struggles to local communities.

**Conference resolves**

1. To actively campaign for the closure of detention centres that imprison migrants and asylum seekers in hostile conditions.

2. Lobby universities to oppose the encroachment of anti-migrant 'Hostile Environment' policies on their institutions as far as legally possible by developing "sanctuary campuses'.

3. This can include barring UKVI officials from operating within university grounds, and stopping any non-mandatory information sharing of migrant students and staff with UKVI and Home Office.

4. To work alongside Student Action for Refugees to push for more scholarships in universities across the UK through the Equal Access Campaign.

5. To lobby universities to provide extra support in the form of academic, social and financial resource for students amongst the most disadvantaged in education.

6. That these scholarships not be limited to refugee/asylum seeker students from particular nationalities or to specific courses.

7. To lobby for universities to fund full, non-means tested grants for refugee and asylum seeker students.

8. Lobby government to include refugees and asylum seekers, regardless of leave status, under Home student fee status, and to enable asylum seekers recourse to financial support for purposes of education.
Conference Believes

1. 7 months on from the horrific Grenfell Tower Fire, the Government is yet to approve any requests from local councils for fire safety improvements. 36 have so far requested help, including four with aluminium cladding like that on Grenfell Tower.

2. This January, Rotterdam’s University of Applied Sciences closed one of its buildings as the cladding posed a high risk of fire. It is unclear how many buildings in Britain require such urgent action.

3. On 20 September 2017, the Scottish Parliament Local Government and Communities Committee was informed by a representative of Glasgow City Council that the city had a number of buildings which used flammable cladding similar to that at Grenfell Tower. The council later confirmed 57 privately owned buildings had some element of aluminium cladding similar to that of Grenfell Tower. ¹¹⁷

4. The government have no mandatory tests of cladding on private accommodation, which includes high rise student accommodation. A number of public buildings, including schools and hospitals have flammable cladding. Of the 89 private sector buildings tested in September with cladding, 85 failed the test - only 4 passed.

5. Of 173 social housing buildings with similar cladding to Grenfell Tower, 165 buildings failed the fire safety test, and only 8 passed.

6. BBC Breakfast found that only 2% of the council and social housing tower blocks that it investigated had full sprinkler systems. These have prevented multiple deaths in high rise tower blocks around the world. ¹¹⁸

7. The Conservative government did not heed warnings of previous fatal fires in high rise buildings to fit sprinkler systems which save lives in high rise buildings. The cost of this for Grenfell Tower would have been £200,000. The local council has reserves of £274 million. ¹¹⁹

¹¹⁷ http://www.bbc.co.uk/news/uk-scotland-glasgow-west-41335092
¹¹⁸ https://www.theguardian.com/uk-news/2017/sep/13/only-2-of-uk-council-tower-blocks-have-full-sprinkler-system-grenfell
Conference Further Believes
1. Grenfell Tower Fire was a horrific catastrophe which has exposed how Tory cuts impact the poorest communities in the borough of Kensington and Chelsea, one of the richest boroughs in London. The residents who have been affected by this fire are overwhelmingly working-class people, migrants and refugees from African, Arab, Asian and Caribbean communities.
2. The survivors of the Grenfell Tower catastrophe include students and the government must provide full support in terms of rehousing, mental health provision, an immigration amnesty for undocumented people who lived in the tower, and access to the charitable funds that have yet to reach survivors.

Conference Resolves
1. To call for retro-fitting of sprinklers and a flammable cladding mandatory safety test by the Government on all high-rise buildings, in both private and public sectors, to prevent another Grenfell Tower catastrophe, including a detailed audit of student accommodation.
2. To condemn the use of cheap flammable cladding which has been banned in the building industry internationally, the austerity-led cuts to the fire service, including the closure of fire stations and loss of fire fighters in London, the cuts to fire safety provisions by the Conservative government over the last 7 years, and the labelling of health and safety legislation as a 'red tape monster' by the government.
Conference believes
1. The United Nations High Commissioner for Human Rights has previously urged U.K. authorities, media and regulatory bodies to take steps to curb incitement to hatred by British tabloid newspapers, because of their racism and xenophobia.
2. In 2016, The Council of Europe accused The Sun and The Daily Mail of spreading hate speech. It highlighted the majority of coverage that they reported on LGBT, Muslims and Travellers was ‘discriminatory in nature’.
3. The Leveson Inquiry into UK Press Standards concluded that there was careless and reckless reporting regarding ethnic minorities, immigrants and asylum seekers. This has resulted in sensationalist and unbalanced headlines/subheadings.

Conference further believes
1. Half of UK newspaper revenue comes from advertising. If NUS openly supports the ‘Stop Funding Hate’ campaign, this would significantly impact the sales of The Daily Mail, The Sun, Breitbart and The Daily Express, who frequently distort and misrepresent the truth.
2. So far, Stop Funding Hate has successfully impacted grocery stores, retail outlets, technology and energy industries. Expanding this across all sectors on a larger scale can prevent multiple industries from liaising with tabloid press.
3. Propaganda and smear campaigns against refugees, Muslims, migrants, LGBTQ+, disabled people and women (amongst others) is wholly unacceptable and it is our moral obligation to change the narrative.

Conference resolves to
1. That the National Union of Students will put pressure advertisers to cut ties with The Sun, The Daily Mail, Breitbart and Daily Express.
2. That the National Union of Students will actively encourage Students’ Unions to put pressure on advertisers to cut ties with The Sun, The Daily Mail, Breitbart and Daily Express.
3. That the National Union of Students will actively encourage Students’ Unions to propose motions on their campus to support this campaign.
4. To provide resource material to support this campaign including downloadable posters, flyers, template motions.

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**Motion SC106**

**Title**  
Solidarity with our Trade Unions

**Submitted by**  
University of Bath Students’ Union

**Speech For**  
University of Bath Students’ Union

**Speech Against**  
Free

**Summation**  
Proposer of last successful amendment

---

**Conference believes**

1. Trade union membership has fallen to an all-time low\(^{120}\)
2. Union membership is not beyond the means of many students\(^{121}\) \(^{122}\) \(^{123}\)
3. Unionisation rates are particularly low amongst postgraduates who teach or perform research, despite poor pay and conditions.\(^{124}\)

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**Conference Further believes**

1. Staff working conditions are student learning conditions. Students’ learning is directly affected by low pay and casual labour. \(^{125}\) \(^{126}\)
2. Trade union membership and collective bargaining are the best ways of increasing wages and improving conditions.
3. Union membership is increasingly important for students, with 77% of students now seeking employment to ease the financial pressures of going to university. \(^{127}\)
4. Too many don’t join a union as they don’t know it is an option.

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\(^{120}\) [https://www.theguardian.com/politics/2017/jun/01/union-membership-has-plunged-to-an-all-time-low-says-ons](https://www.theguardian.com/politics/2017/jun/01/union-membership-has-plunged-to-an-all-time-low-says-ons)

\(^{121}\) [https://join.unison.org.uk/membership-rates/](https://join.unison.org.uk/membership-rates/)

\(^{122}\) [https://www.ucu.org.uk/subscriptions](https://www.ucu.org.uk/subscriptions)

\(^{123}\) [https://www.usdaw.org.uk/Join-Us/Membership-Rates](https://www.usdaw.org.uk/Join-Us/Membership-Rates)


\(^{125}\) [https://www.theguardian.com/commentisfree/2016/may/25/lecturers-striking-low-pay-casual-work-students-university](https://www.theguardian.com/commentisfree/2016/may/25/lecturers-striking-low-pay-casual-work-students-university)

\(^{126}\) [https://www.ucu.org.uk/stampout](https://www.ucu.org.uk/stampout)

Conference resolves

1. NUS will work with trade unions to provide information to students about trade unions on their campuses and encourage them to join and become active in their local branches. NUS will encourage SU’s to support these efforts.

2. NUS will publicly call on universities and students’ unions to recognise all trade unions of which their staff are currently members.

3. NUS will work with the TUC and trade unions to produce plans as how they can partner to unionise the next generation of young workers.

Amendment

<table>
<thead>
<tr>
<th>Title</th>
<th>Solidarity with education workers, no ifs, no buts, no delays</th>
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</thead>
<tbody>
<tr>
<td>Submitted by</td>
<td>NUS Postgraduate Students Committee, University of Bath Students’ Union</td>
</tr>
<tr>
<td>Speech For</td>
<td>NUS Postgraduate Students Committee</td>
</tr>
<tr>
<td>Speech Against</td>
<td>Free</td>
</tr>
</tbody>
</table>

Conference believes

1. Staff across FE and HE have faced repeated attacks on their working conditions and on their pensions.

2. Staff across pre-1992 universities have had their USS pension scheme attacked, removing defined benefits so that retired staff will be left at the mercy of stock market gambles.\(^{128}\)

3. These cuts are a result of employers’ choice to not invest in their workers, and are completely avoidable and unjust. All workers deserve the security of a decent retirement.

4. These cuts will impact staff on precarious and casual employment contracts, including postgraduate students who teach.

5. In January 2018, it was announced that UCU members overwhelmingly voted to undertake strike action as a result of these attacks on their pensions.\(^{129}\)

6. The marketisation of education has severed relationships between staff and students, with students treated as consumers, paying an extortionate amount for their education and thereby expecting a certain level of “service” from their staff.

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\(^{129}\) [https://www.ucu.org.uk/14-strike-dates](https://www.ucu.org.uk/14-strike-dates)
7. Despite students’ fees reaching unbelievable heights, our staff do not see increases in their pay to reflect this, and are undervalued, overworked, mistreated, and demoralised in an education system that forces them to do impossible amounts of work to make ends meet.

Conference further believes
1. NUS National Executive Committee this year passed a motion to support the UCU strikes.
2. Despite this policy, there was an unacceptable 10-day delay between the announcement of the strike and any announcement from NUS, which meant that postgraduates who teach were left in the lurch by their own union.
3. In response to the announcement of strikes, UCU and NUS released a joint statement, within which NUS stated that it would encourage students to write to their heads of institutions to complain about the impact the strikes have had on their learning.
4. There is no positive way to use the commodification of education to our advantage, and to complain about the impact of the strikes on our learning is the same as complaining about the strikes.
5. NUS must do better in future.
6. We should always back and support industrial action by education workers, because working conditions and teaching quality are closely interlinked. Solidarity between staff and student is vital to our campaigns, and many striking staff are also postgraduate students who we represent.

Conference resolves
1. NUS will publicly support the University and Colleges Union’s proposed strike action.
2. To reaffirm our stance of unwavering solidarity with staff, including when they undertake strike action - no ifs, no buts, and no delays.
3. To truly support our own members and those of our sister union in future industrial disputes.
4. That full time officers who lead on campaigns around supporting striking staff should always consult with the postgraduate campaign to ensure that students who are striking are adequately supported.

130 https://www.theguardian.com/education/2015/nov/17/university-lecturers-uk-us-casual-posts-food-stamps
131 https://www.ucu.org.uk/uss-dispute-questions?list=9041
132 https://www.ucu.org.uk/ussballotresult_jan18
133 https://www.ucu.org.uk/article/9237/Members-updated-on-hard-line-employer-stance
Conference believes
1. University staff have faced a sustained attack on their working conditions over the past few years.\(^{134}\)
2. These attacks are concurrent with a drive towards the marketisation of education through higher tuition fees and pay increases for senior management.
3. The latest attack on staff is a proposed change to their pension schemes which, if implemented, will leave a typical lecturer almost £10,000 a year worse off in retirement.\(^{135}\)
4. In response, the University and College Union (UCU) balloted its members for strike action. Overall, 88% of members who voted backed strike action and 93% backed action short of a strike. The turnout was 58%.
5. There is a long history of student unions and the UCU cooperating in defense of education. NUS President Shakira Martin has already released a joint statement of support with the UCU.\(^{136}\)

Conference further believes
1. Redundancies, course closures, and cuts to pay have had a detrimental impact on staff and students at universities around the country.
2. There has been a drive to reduce costs and increase revenue, thereby increasingly treating universities as businesses instead of centres of learning.
3. That the pensions of university staff are being attacked as part of a wider attack on education that is being carried out in the interests of private profit.
4. That the struggle by staff for decent pensions therefore concerns students as much as the fight for free and decent education.
5. That this attack on education cannot be separated from similar attacks on the NHS, the unemployed, the disabled, the welfare state, the emergency services and other publicly funded institutions.

\(^{134}\) [https://www.theguardian.com/education/2016/may/25/uk-university-lecturers-strike-over-pay](https://www.theguardian.com/education/2016/may/25/uk-university-lecturers-strike-over-pay)
\(^{135}\) [https://www.ucu.org.uk/pensions/](https://www.ucu.org.uk/pensions/)
6. That the struggle against cuts to these services therefore concerns students as much as the fight for free and decent education.
7. That there is enough money, not only to make these attacks unnecessary, but in fact to greatly increase public funding for education, healthcare and the welfare state.
8. That this money, which amounts to hundreds of billions of pounds, is currently privately owned and remains uninvested, not because it is not needed, but because it cannot be used to profit the handful of people who control it.
9. That this situation is the result of a capitalist economic system run for profit instead of need, and whose operation inevitably results in crises, inefficiency and the growth of inequality.

**Conference resolves**
1. To publicly support all university staff taking strike action in the four rounds of action that have been announced between February and March 2018.
2. To publicly encourage all students not to cross picket lines, should strikes continue beyond their initial four-week period.
3. To send delegates to the local UCU branch and to picket lines to offer practical support for all action to fight against attacks on education and other public services.
4. To call for the nationalisation under democratic control of the banks and biggest businesses as the only way to secure decent pay and conditions for university staff, decent and free education for all, and properly funded public services.

<table>
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<tr>
<th>Motion</th>
<th>SC107</th>
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<tbody>
<tr>
<td>Title</td>
<td>Stop Exploiting Student Workers</td>
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<tr>
<td>Submitted by</td>
<td>Coleg Cambria, Edge Hill Students’ Union, University of East Anglia</td>
</tr>
<tr>
<td>Speech For</td>
<td>Coleg Cambria</td>
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<tr>
<td>Speech Against</td>
<td>Free</td>
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<tr>
<td>Summation</td>
<td>Proposer of last successful amendment</td>
</tr>
</tbody>
</table>

**Conference believes**
1. Research shows that 3 out of 4 full time undergraduate students take out paid employment to make ends meet, in term time and/or during the holidays.
2. On average, students work 14 hours a week during term time but almost 1 in 3 work for more than 17 hours a week to fund their studies.
3. Almost half of all students who work believe it impacts negatively on their studies.
4. Student support is limited for students studying in their final year.
5. Many students (final year and otherwise) have difficulty and face delays accessing student support.

**Conference further believes**
1. It is outrageous that anyone should be paid less than the minimum wage and that international students are suffering most.
2. It makes no sense for student support to decrease in the final year, when students are less able to put in the hours at a critical stage of their academic career.
3. Delays in accessing student support are unacceptable, and put many students in a position of further financial difficulty.
4. Trade Union membership is in long term decline and very low amongst the young.
5. It is crucial that trade unionism adapts to new forms of precarious and temporary work.
6. A new partnership between UEA students’ union and GMB this year has seen 1200 student staff offered trade union membership for free and a new campaigning partnership developed on student rights at work.

**Conference Resolves**
1. To work with the TUC to promote students’ rights at work.
2. To explore the effects of government’s immigration rules on the exploitation of international students in the casual labour market and campaign for change.
3. To work with the trade union movement to campaign for improved workplace rights and protections, especially for casual, temporary and agency workers.
4. To work with the GMB and other interested unions to expand the number of SU-Union partnerships around the UK.
5. NUS to lobby the SLC to make timely financial support a reality, and a request for equal final year student support arrangements.
6. To campaign for an increase in the minimum wage and highlight the breaches by employers to the Low Pay Commission. To campaign for an end to age discrimination in the minimum wage.
7. To work towards better proportionality in taxes and contributions paid by part-time students in employment, expecting reductions, not exemptions.
8. To work with the Living Wage Foundation to investigate how to roll the principles of the Living Wage out to SUs and Universities.
9. To Ensure that students rights are protected in the gig-economy.
10. To further investigate the employment conditions of students, specifically postgraduate, and work towards guidelines for union-level support.

11. To work with the TUC to secure trade union membership for all NUS Extra Cardholders

<table>
<thead>
<tr>
<th>Amendment</th>
<th>SC107a - DELETES CR11 and replaces with CR1</th>
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<tbody>
<tr>
<td>Title</td>
<td>Discount membership for Students</td>
</tr>
<tr>
<td>Submitted by</td>
<td>University of Bath Students’ Union</td>
</tr>
<tr>
<td>Speech For</td>
<td>University of Bath Students’ Union</td>
</tr>
<tr>
<td>Speech Against</td>
<td>Free</td>
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**Conference Resolves**

1. NUS will work with trade unions to provide a means for Students’ Unions to partner with Trade Unions to provide accessible, bespoke membership options for students, at discounted rates

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<tr>
<th>Amendment</th>
<th>SC107b – ADD amendment</th>
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<tbody>
<tr>
<td>Title</td>
<td>Apprentices and Trade Unions</td>
</tr>
<tr>
<td>Submitted by</td>
<td>City of Bristol College Students' Union</td>
</tr>
<tr>
<td>Speech For</td>
<td>City of Bristol College Students' Union</td>
</tr>
<tr>
<td>Speech Against</td>
<td>Free</td>
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**Conference believes:**

1. It is unknown how many apprentices are in trade unions.
2. Apprentices who aren’t members of a trade union don’t have representation in the workplace.

**Conference further believes**

1. Apprentices face a unique situation of being both workers and learners.

138 [https://www.uea.su/gmb/](https://www.uea.su/gmb/)
139 [https://www.uea.su/gmb/ouragreement/](https://www.uea.su/gmb/ouragreement/)
2. Trade unions have traditionally been at the forefront of winning better pay and conditions for workers.
3. Trade unions have a clear commitment to tackle all forms of inequality.

Conference resolves:
1. To advertise trade union membership to apprentices via the Apprentice Extra card.
2. For the NUS to run trade union membership drives at colleges, training providers and at NSoA events.
3. For the NUS to work with trade unions to improve their advertising to apprentices.
4. For the NUS to work with trade unions to offer subsidised membership fees for apprentices.

Amendment

<table>
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<tr>
<th>Amendment</th>
<th>SC107c – ADD amendment</th>
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<tbody>
<tr>
<td>Title</td>
<td>Research into the ill effects of the ‘gig economy’</td>
</tr>
<tr>
<td>Submitted by</td>
<td>LiverpoolSU</td>
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<tr>
<td>Speech For</td>
<td>LiverpoolSU</td>
</tr>
<tr>
<td>Speech Against</td>
<td>Free</td>
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</table>

Conference believes:
1. As the cost of living rises, many students are turning to the gig economy, in order to keep their heads above water.
2. "Gig"workers are "a labour market characterised by the prevalence of short-term contracts or freelance work, as opposed to permanent jobs" [1] for example, being paid per "gig"of delivering food, driving people to destinations, etc. It’s estimated that 5 million people in the UK are employed in this way. [2]
3. Workers in this sector are classed as independent contractors. This allows flexibility of hours, which is an attractive feature to many, especially students.
4. Independent contractors are not classed as workers however, and so, have no protection against unfair dismissal, no right to redundancy payments, and no right to receive the national minimum wage, paid holiday or sickness pay.

Conference further believes:
1. Without job security, structure, and rights, independent contractors are at a high risk of stress, and mental/physical ill health, affecting the educational attainment of students. With the lack of a secure income, student independent contractors also
face more difficulty in planning for life after university, as it is much harder to get a loan or mortgage.

2. Independent contractors should have protection against unfair dismissal and the right to redundancy payments, paid holiday and sickness pay.

3. All independent contractors should be paid the Living Wage.

**Conference resolves:**

1. To facilitate research into how low wages, and lack of job security, affects the educational attainment of students.

2. For NUS to partner with the TUC to work to tackle the problems of the gig economy.

3. For NUS to run a campaign on students who are working in the gig economy, and the effects of precarious work.

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**Amendment SC107d – ADD amendment**

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<tr>
<th>Amendment</th>
<th>SC107d – ADD amendment</th>
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<tbody>
<tr>
<td>Title</td>
<td><strong>Fair pay for postgraduates that teach</strong></td>
</tr>
<tr>
<td>Submitted by</td>
<td>Coventry University Students’ Union</td>
</tr>
<tr>
<td>Speech For</td>
<td>Coventry University Students’ Union</td>
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<tr>
<td>Speech Against</td>
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**Conference believes**

1. The NUS ‘Postgraduates Who Teach’ report shows that postgraduate teachers are undervalued and underpaid.

2. Reseach students are deprived of employment rights.

3. Research students should have the opportunity to teach but this employment should not be exploitative. They should be paid for prep time and examination marking.

4. Teachers who are paid fairly and who work in decent conditions make better teachers.

5. International students already have a work restriction by the home office and should not be further restricted by Universities.

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**Conference further believes:**

1. The Postgraduate Employment Charter (jointly developed with UCU) provides a comprehensive overview of the pay and conditions that Postgraduate teachers should reasonably expect.
2. Postgraduate teaching staff are equally entitled to proper contracts as permanent teaching staff.

3. Research students are workers as well as students, and thus should be entitled to associated rights to limited hours, minimum pay, healthy and safe workplaces, holidays, sick leave, academic freedom, and protection from harassment and unfair dismissal.

**Conference resolves:**
1. To encourage all postgraduate teaching students to join UCU.
2. To continue to work alongside UCU in protecting the rights of postgraduate teachers and campaigning against casualisation of teaching labour.

**Conference believes**

1. The Rohingya are the most persecuted minority in the world
2. The UN claims that they are victims of "textbook genocide"
3. The Rohingya are referred to as Bangladeshis by the Burmese government, despite living in Burma for centuries
4. Nearly a million Rohingya have fled to neighbouring Bangladesh
5. The MaBaTha and 969 movement have politically campaigned for the killing of the Rohingya and have physically attacked them too
6. The Burmese army has been involved in raping and killing Rohingyas

**Conference further believes**

1. The Rohingya are denied citizenship in the country they are born in (i.e. Burma), they are restricted in terms of receiving education, voting and even marriage
2. According to the six stages of genocide outlined by Daniel Feierstein, the Rohingya are at the final stages of Genocide as they are being removed from collective history
3. The MaBaTha and the 969 movement heavily influence Burmese politics, so they have been allowed to get away with campaigning to kill the Rohingya and other minorities
4. The Burmese Army is funded by Britain
Conference resolves
1. To lobby academics to boycott Burmese academic institutions
2. To lobby the UK government to formally denounce the MaBaTha and 969 movement as terrorist organisations
3. To provide funding for Rise4Rohingya Societies such as the one formed in Queen Mary
4. NUS to continue campaigning and raising money for Rohingya refugees
5. The NUS to only refer to the Rohingya as the Rohingya and acknowledge them as citizens of the Rakhine region
6. To lobby the British government to formally acknowledge the Rohingya as citizens of the Rakhine region
7. To lobby the British government to stop funding the Burmese army and put sanctions in place until the killings stop
8. To formally pledge in support of the removal of the nobel peace prize from Aung San Suu Kyi.

Motion SC109

Title Votes at 16

Submitted by University of Plymouth Students' Union

Speech For University of Plymouth Students' Union

Speech Against Free

Conference believes
1. Work on votes at 16 should remain a top priority for NUS.
2. Every young person has the right to be taught about political education and has the right to voice their opinions.
3. The decisions that are made today, will have lasting effects for the young people in the future.

Conference resolves
1. Citizenship education, especially political education, needs to be included in our curriculum
2. Being informed of the right to register to vote is a basic human and democratic right and 17-year olds are knowledgeable and passionate about the world in which they live and are capable of engaging in the democratic system
3. Lowering the voting age to 16, combined with strong citizenship education, would empower young people to engage with society.

**Motion**

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<th>SC110</th>
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**Title**

**International Students**

**Submitted by**

Glasgow Caledonian University Students’ Association

**Speech For**

Glasgow Caledonian University Students’ Association

**Speech Against**

Free

**Summation**

Proposer of last successful amendment

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**Conference Believes**

1. The UK government piloted new immigration rules for international students in January 11 2018, regarding tier 4 application and are outline below;
   a. Student can switch to a work visa and take up a graduate role, by allowing them to remain in the UK for only 6 months. 23 universities to benefit from this pilot which include 2 in Scotland, 2 in Wales and 1 in Northern Ireland as well as universities from across England.
   b. Students who applied for a study part-time courses in the UK (if the course leads to a qualification at RQF level 7 or SCQF 11) at a higher education institution are not allowed to work including placement), cannot bring family as dependant and switch to other immigration categories permitting work.

2. The gross benefits from international student’s amount to £22.6 billion (Average of £87,000 for each EU student and £102,000 for each non-EU student) compared to cost to host international students in the country (£2.3 billion; average of £19,000 for each EU student and £7,000 for each non-EU student) yearly.

3. According to a report from GOV.UK, a quote from the Immigration Minister Brandon Lewis 2017 said; “I am delighted to announce the expansion of this pilot which is part of our ongoing activity to ensure that our world-leading institutions remain highly competitive.”

**Conference Further Believes**

1. International students make a valuable contribution to the UK economy.

2. This will only make world leading institution competitive, reducing attention on other potential institutions.
3. Tax paid by International students when they work in the UK is a source of income for the UK government, so the law should be fair on them.
4. International students applying for part-time course are disadvantaged.
5. International student sabbatical officers are also disadvantaged due to visa rules.

**Conference Resolves**

1. For NUS UK to lobby for post-study visa opportunity to be provided for all international students equally across the UK and not just focusing on students in only world-leading institutions.
2. NUS UK to lobby UK government for international part-time students to have the opportunity to have at least one of this options (Able to switch to work visa or given a reasonable time to work in the UK).
3. NUS UK to lobby UK Universities to support international students who are elected sabbatical/ full time officers deal with Visa and Immigration issues, including the payment of visa fees. This will give equal opportunity for international student when elected.

**Amendment**  
**SC110a – ADD amendment**

<table>
<thead>
<tr>
<th>Title</th>
<th>International Students – Free the Education</th>
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<tbody>
<tr>
<td>Submitted by</td>
<td>Edinburgh Napier Students’ Association, London Metropolitan University Students’ Union</td>
</tr>
<tr>
<td>Speech For</td>
<td>Edinburgh Napier Students’ Association</td>
</tr>
<tr>
<td>Speech Against</td>
<td>Free</td>
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**Conference believes**

1. International students come to the UK to receive an education, which includes not only their degree but their student experience
2. From its Conferences 2014-2016, the NUS International Students’ Campaign has passed three motions committing them to take action on international student fees:
3. As a result of pressure from the International Students’ Campaign and individual student unions, many universities across the UK have committed to fee freezes and caps on international student fee rises
4. Despite tightening restrictions on visas for non-EU international students to enter and remain after graduation, universities are intensifying efforts to recruit international students.
5. International students are already at the sharp end of education reform - facing sky-high fees, draconian immigration services and severe limits on their right to remain after their studies.

6. The government’s refusal to take international students out of its immigration quotas means we can expect more raids, detentions and deportations of students in the year to come.

7. The new regime ushered in by the Higher Education and Research Bill is likely to be especially detrimental to international students, with the possibility of university rankings being linked to their recruitment.

8. The fees paid by international students in FE, undergraduate and postgraduate courses are not required to have justification under any aspect of the regulations which govern UK FE and HE institutions.

9. These fees are rarely calculated on the cost to teach, instead are calculated on maximum market costs, perpetuating the marketization of our institutions.

10. Ill-conceived courses, especially at the FE and Postgraduate levels, are appearing more rapidly in response to demands from the international student “market” and quality assurance on these courses is often dismissed in favour of the institutional benefit from international student fees.

**Conference further believes**

1. While fee freezes and caps are commendable, non-EU international students continue to pay higher fees and face disparities in access to hardship and financial support compared to home/EU students

2. Despite paying higher fees, international students do not receive any more value from their education

3. Universities mainly recruit international students as ‘cash cows’ i.e. to increase university profits and compensate for reduced higher education funding

4. While it is understandable that universities need to offset funding cuts, this treatment means undue suffering for international students, such as being threatened with deportation or prevented from accessing work that would help them pay their fees, because they cannot pay their fees for any reason

5. Furthermore, the abolition of the post-study work visa, tightening requirements for Tier 2 work visas and spousal visas and the rise in racism and xenophobia prevent and deter international students from remaining in the UK after graduation and contributing to it in any way

6. International students are thus being treated unfairly and detrimentally, and this is counterproductive to the objective of creating a better society through higher education.
Conference resolves

1. To continue existing policy from 2014-17 on reducing international student fees, reintroducing the post-study work visa, and equalising access to hardship and financial support

2. To reject the argument that international students are valuable because they contribute to university revenues, and to stop using this argument in any form when advocating for international students

3. To campaign, together with individual student unions, trade unions and other campaign groups, for
   a. The equalisation of non-EU international and home/EU student fees
   b. The abolition of home/EU student fees be abolished, or an equivalent promise should such a promise be made
   c. The government of the day to fund any decrease in university revenues that brings them below breakeven point because of equalisation or abolition of international fees through increased taxes on the rich and businesses

4. To provide resources to educate international students, particularly non-EU international students, on their rights when taking part in demonstrations and direct actions

5. To mobilise in defence of any international student disciplined by their university or risking legal liability for taking part in a demonstration or direct action furthering any objective supported by policy passed by the International Students’ Campaign or the NUS as a whole

6. To work with partners to run a positive campaign on the benefits of migration and removing students from the net migration target

7. To campaign for transparency in international students’ tuition fee calculations and distribution in all future campaigns involving UK domestic fees.

8. To advocate capping of international student fees in response to rising domestic fees.

9. To mandate the VP FE and the VP HE to work with the sector to ensure that FE and Postgraduate courses specifically are not being taken beyond capacity, resulting in poor quality, in the drive to gain more funding from international students.

10. To include in campaigns against the marketization of education in the UK, a campaign against the marketization of international student education in the UK.
Conference believes
1. Outsourcing, job casualisation and insecurity are commonplace throughout British society, including the Higher and Further Education sectors.\(^\text{140}\)
2. Various campaigns have broken out at universities and colleges in response to this situation, including justice for cleaners campaigns at LSE, SOAS and King’s College London; and anti-outsourcing campaign at the University of London, and campaigns by casualised teaching staff. Many of these have received NUS backing.\(^\text{141}\)
3. The campaign at KCL is fighting for outsourced cleaners to receive fairer treatment, and ultimately be brought back in-house.\(^\text{142}\)

Conference further believes
1. The effect of outsourcing on working people’s lives is dire. Outsourced workers cover unsociable shifts in terrible and insecure working conditions. Furthermore, they are not entitled to the same rights and protections as those employed by universities directly.
2. The cleaners at King’s (mostly of migrant backgrounds, giving a racist dimension to the situation) are currently outsourced to a predatory company called Servest, and even though they are part of King’s community they are not being treated on par with in-house staff. Furthermore most of the cleaners are Spanish speaking, and a language barrier becomes a tool of oppression used by the bosses.
3. It is a scandal that our extortionate fees are squandered on expensive procurement projects and Vice-Chancellors’ salaries while workers suffer. Outsourcing is a means by which capitalism can squeeze workers for every penny in a period of economic crisis, and represents the inability of the current system to provide meaningful employment to the population.
4. The current situation must stop not only in King’s, but also at a national level. Students in universities must join with workers to put an end to outsourcing, which

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\(^{142}\) http://roarnews.co.uk/?p=24428
harm to university workers and diminishes our institutions. This can only be achieved by linking with workers on campus and on the streets against the capitalist system itself.

Conference resolves
1. To support the cleaners at King’s and all other universities where outsourced workers are in dispute by lobbying universities to bring all staff in house on decent pay and terms and conditions.
2. To join workers in all action - up to and including a strike - at both a national and local level. Students must not and will not put up with worker exploitation!

Motion: SC112
Title: Divest Barclays
Submitted by: Bristol Students Union
Speech For: Bristol Students Union
Speech Against: Free

Conference believes
1. Burning fossil fuels is the primary contributor to climate injustice. However, projected fossil fuel investment in new fields, mines, and transportation infrastructure over the next twenty years is worth $14tn.
2. Barclays is a major financier of new fossil fuel infrastructure responsible for $12.5bn of financing between 2014 and 2016, and the worst UK high street bank in 2016 with $4.4bn.
4. Barclays increased its financing of coal extraction projects to $982m since 2015 ($585m), despite signing the Paris Accord.
5. UK universities have led the fossil fuel divestment movement eroding the social license of fossil fuel companies. The next step is to revoke the finance they need to expand.
6. NUS has live policy supporting the fossil fuel divestment and positive reinvestment movement and policy committing NUS to prioritise campaigning against climate change.
7. Student campaigners with People & Planet are campaigning for Barclays to stop financing fossil fuel companies and extraction projects using a strategy of creative action and institutional boycotts.

8. Sheffield SU, Bristol SU, Trinity St David SU and Young Labour have policy to boycott Barclays and support Divest Barclays campaigns.

Conference further believes
1. Institutional boycotts are an effective tactic leveraging collective power and demands of NUS and SU membership.
2. NUS used the same tactics against Barclays during South African apartheid. Now NUS should stand in solidarity with communities resisting fossil fuel projects funded by Barclays.

Conference resolves
1. NUS should boycott Barclays until they stop financing all fossil fuel companies and extraction projects globally, including:
   a. Not banking with Barclays
   b. No financial dealings with Barclays
   c. Not allowing Barclays to sponsor, advertise or recruit at NUS events or across its digital platforms
   d. To not accept awards sponsored by Barclays
   e. No other dealings with Barclays
2. NUS should write to Barclays explaining the boycott and publicly call on Barclays to stop financing fossil fuels.
3. NUS should encourage all of its political and corporate partners to boycott Barclays.
4. Society and Citizenship zone to work with SU Officers to increase the number of SUs and university Barclays boycotts, incorporate fossil free finance into SU and NUS officer trainings, linking with organisations including People & Planet, London Mining Network and 350.org.
5. Society and Citizenship zone to work with Further Education zone to ensure FE is prioritised in Divest Barclays.
6. NUS should introduce policy to the European Students’ Union for them to boycott Barclays and support fossil free finance campaigns.
Conference believes
1. The Picturehouse and McDonald’s disputes which involve mainly young, low-paid workers on insecure contracts.
2. The September 2017 strikes at McDonald’s branches in Cambridge and Crayford for £10 an hour, secure contracts with guaranteed hours, and union recognition, as well as grievances over bullying from management.
3. This industrial action has already won pay rises for all McDonald’s workers and it will continue until their demands are met.
4. That Picturehouse cinema workers are striking for the Living Wage, decent maternity and sick pay, and union recognition, as well as the reinstatement of four sacked union reps.

Conference further believes
1. Millions of young people in London have low paid jobs and zero hours contracts.
2. Joining a union, organising at work and going on strike is the most effective way to fight against inequality and for better pay and working conditions.
3. For these struggles to be effective, we must repeal all anti-trade union laws, including those introduced in the 1970s and 1980s, which make it harder for us to strike and picket effectively.
4. The National Living Wage should be replaced with a universal living wage of £10 per hour. This starts with supporting and spreading young workers’ struggles now.

Conference resolves
1. To actively support workers in struggle, including publicising and mobilising for the Picturehouse and McDonald’s strikes, mobilising for members to attend picket lines, demonstrations and to support the strike fund. Organise fundraising events to raise money for strike funds.
2. To launch a campaign to unionise and organise young workers as part of a campaign for a £10 per hour minimum wage and to ban zero hour contracts.
3. To organise training events led by young workers involved in workplace struggles, to train young members how to organise at work to fight for better pay and better conditions.

4. To work with trade unions to fight for the right to strike and picket effectively, including for political reasons and in solidarity with other workers.

Conference believes

1. The huge global warming and climate change already underway, as a result of human activity, is a grave threat to life, the planet and social progress.

2. Fossil fuel companies continue to stand in the way of serious action on climate change, and so must be confronted.

3. The current fossil fuel reserves are five times what could be burnt while staying under 2°C warming.

4. The government has intensified its drive for fracking, despite the dangers to the local environment, water supplies and the global climate.

5. Private ownership of the energy industry drives fuel poverty through profiteering and obstructs renewable energy development.

6. The profits of the Big Six energy companies (British Gas, EDF, E.ON, npower, Scottish Power and SSE) have risen tenfold since 2007.

7. NUS UK voted last year to “campaign for the nationalisation of the Big Six under democratic control”.

Conference further believes

1. The need to confront the fossil fuel industry and energy companies cannot be avoided if we want to avoid catastrophic climate change.

2. The argument for a public, democratically controlled energy sector - to abolish fuel poverty and help fund a transition to renewable energy - is compelling.

3. Public ownership of energy will only be won by campaigning by grassroots worker, student, green and community groups.
4. The NUS was mandated to campaign for this, yet the most visible environmental campaign was to reduce the use of drinking straws in SU bars.

5. Grassroots campaigns like those against fracking in Lancashire and South East London and against Heathrow’s third runway, including direct action by groups like Reclaim the Power and Plane Stupid, are crucially important to fighting climate change. They are why fracking has been held off for so long, and we should join their campaign against the renewed drive towards fracking.

**Conference resolves**

6. To affirm our commitment to campaigning for the nationalisation of the Big Six under democratic control as part of a renewed drive for student action on climate change.

7. To support protests and direct action against fossil fuel expansion, including the fight against fracking and a third runway at Heathrow, and in support of an accelerated renewable transition.

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<tr>
<th>Motion</th>
<th>SC115</th>
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<tbody>
<tr>
<td>Title</td>
<td>Banning the use of fur</td>
</tr>
<tr>
<td>Submitted by</td>
<td>Union of Kingston Students</td>
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<tr>
<td>Speech For</td>
<td>Union of Kingston Students</td>
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<tr>
<td>Speech Against</td>
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</table>

**Conference believes**

1. Fur that is sourced from killing animals on farms and traps is an inherently cruel and violent industry.

2. The fur industry is responsible for the deaths of over 1 billion rabbits, and over 50 million other animals’, including foxes, minks, otters, bears, cats, dogs, chinchillas, seals, and more.

3. Fur is only an aesthetic to or an accessory, and offers no benefits worth the untold violent and death that it causes.

4. Fur farms are barbaric, and deprive animals a natural life of socialising, freedom of movement, and protection from the elements. They are also a breeding grounds for bacterial infections, communicable diseases, and routinely the conditions cause insanity in animals confined.

5. Animals that are killed on fur farms after a life of enclosed spaces, are subjected to death by anal or vaginal electrocution, poison, gas chambers, hanging, bludgeoned,
or being skinned alive. Animals killed in fur traps languish in traps for days, before beaten to death or shot.

6. The fur industry is destructive not only to the animals it kills, but the fragile ecosystem and the environment, but also the workers who must use carcinogenic materials in the production of fur.

7. Faux fur is able to replicate the look, feel, and benefits of animal fur, but without the violence that comes with it.

8. Animals are living, breathing, feeling beings that should be free of a lifetime of misery and be free of an unnecessary violent death for the purposes of aesthetic.

9. Instituting a ban on students being allowed to use fur would not harm students prospects as graduates, as many retailers and businesses have committed to never using fur. The majority of students do not use fur in their projects, and the ethical argument against fur is greater than the argument to allow its use, particularly when there is a plethora of alternatives.

10. Instituting a ban on the use of fur in students’ projects will correspond with societal views and current legislation that makes fur farms illegal in the UK, with varying bans in place around the world.

Conference resolves

1. To call on every university in the UK to enact a rule that would prohibit the use of animal fur in students’ projects, regardless of their course.

2. To replace the animal fur that is being used in students’ project with more sustainable and ethical materials.

3. The policy to prohibit the use of fur should go into effect as soon as possible, to ensure animals aren’t being raised in a life of hellish conditions before a violent death to be used in students’ projects.
Conference Believes
1. That between 1915 and 1923 millions of Armenians, Pontian Greeks and Assyrians were murdered at the hands of the Ottoman Caliphate.
2. The tragic crime was undisputedly carried out with the genocidal intention of eliminating these Christian communities. This was a premeditated and systematic execution of an estimated 1.5 million civilians; not a legitimate act of war.

Conference Further Believes
1. That it is incumbent upon us as a student organisation to fight all forms of racism.

Conference Resolves
1. To condemn and reject any attempt to deny, distort, or ignore the historical reality of this genocide.
2. To recognise the importance of remembering and learning from this genocide, and to join the Armenian, Pontian Greek and Assyrian communities in honoring the innocent people who fell victim to this crime.
3. To lobby the UK government to recognise the Armenian genocide as a genocide.
Conference believes

1. Since the introduction of the English Baccalaureate (EBacc) in 2015 arts education is disappearing from state education: creating a two-tier education in state and private schooling where the most advantaged young people have access to a wide range of educational experiences.

2. Creative subjects are not considered a core part of a diverse and holistic education by the government and pupils from low income families are receiving the least creative opportunity due to the preventative cost of extra curricula activities.

3. The societal impact of this is that young people born into poor families with few qualifications are the least likely to work and be successful in cultural and creative industries.

4. The art foundation which provided an option for young people to gain a creative education is on the decline.

5. That education policy is being shaped by a narrow view that disregards the supplementary skills that creative education provides: pupils are losing the opportunity to develop critical thinking, confidence and curiosity skills through creative practice.

Conference further believes

1. Two thirds of 650 state school teachers, surveyed by Sussex University\[143\], sighted the EBacc as the reason why less pupils were studying music GCSE as a result the number of schools offering music GCSE in declining.

2. Since 2010 there has been a 28% drop in the number of children taking creative GCSEs\[144\], with a corresponding drop in the number of specialist arts teachers being trained.

3. Ofsted’s chief believes “The worst thing that can happen to a working-class child is they don’t get the full education to 16 that leaves them with options that could take them to university or vocational education”\[145\].

\[143\] http://www.bbc.co.uk/news/education-39154243 //
4. From 2003 and 2013 50% less pupils were entered for Design & Technology GCSE\textsuperscript{146}, 23% less for drama and 25% less for other craft-related subjects
5. Only 8.4% of students studied both arts and science at AS level in 2012-13\textsuperscript{147} demonstrating how the arts are not deemed to be academic study.
6. In 2016 the number of pupils studying 1 arts subject fell to the lowest level for a decade\textsuperscript{148}
7. In 2012/13 music was compulsory in 84% [1] of schools for 13 & 14 year olds in by 2016-17 this figure had fallen to 62%

**Conference resolves**
1. NUS will carry out research into the added value of studying creative subjects to demonstrate the how creative education is integral to a well-round education
2. NUS will gain a comprehensive understanding of the skills gap that is being created through the removal of creative education in school and the wider affect this is having on society.
3. NUS Society & Citizenship zone will NUS to campaign against the English Baccalaureate lobbying the government to cease the English Baccalaureate.
4. To work with mission groups and charities to promote the need for accessible extra curricula arts activities for children and young people from low income backgrounds.

\textsuperscript{146} https://www.theguardian.com/education/2015/feb/1/arts-and-culture-systematically-removed-from-uk-education-system
\textsuperscript{147} http://www.bbc.co.uk/news/education-31518717
\textsuperscript{148} http://www.bbc.co.uk/news/education-42862996
Conference believes
1. The movement of protest in Iran which began in late December 2017, demanding basic freedoms, the release of political prisoners, lower prices and workers’ rights.
2. The violent repression that these protests suffered, including against student protestors.
3. That at least 90 left-wing student activists were jailed in January 2018 alone.
4. That regime security forces surrounded and in some cases invaded university campuses. Other students were taken from their homes and dorms.

Conference further believes
1. Student activists have raised slogans against all factions of the regime, for democracy, and for student-worker unity. We support their demands.
2. We also demand the immediate release of arrested student, labour movement and other political activists.
3. We stand in solidarity with those in Iran fighting for better living standards, for the right of workers and others to organise, for the release of political prisoners, for women’s rights, for a democratic republic and free elections. We oppose Western military threats and economic sanctions.

Conference resolves
1. To make links with and build solidarity with the Iranian student and labour movement and left activists fighting for these goals.
2. To call on representatives of the party not to appear on Press TV, which is the English-language propaganda-outlet of the regime.
Conference believes
1. Gender balancing for NUS committees was agreed by National Conference in 2014, but owing to a drafting error, the Democratic Procedures Committee were not included in its provisions.

Conference further believes
1. That elections to the Democratic Procedures Committee should be gender balanced.
2. That similar motions to gender balance DPC have been sent to National Conference since 2014 but unfortunately have never been debated.

Conference resolves
1. Accordingly, to amend rule 501(a) by inserting, at the end of that section: "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."
Amendment  
**AGM101a - REPLACE AMENDMENT**

**Title**  
**Changes to NUS articles and rules, rule 500 (a)**

**Submitted by**  
Solent Students' Union

**Speech For**  
Solent Students' Union

**Speech Against**  
Free

**Conference believes**

1. NUS rule 501 (a) states that the Democratic Procedures Committee nominations are required to open at Conference.¹⁴⁹

**Conference further believes**

1. Democratic Procedures Committee nominations are opened at the same time as other positions to be elected at conference.¹⁵⁰ ¹⁵¹
2. By opening the nomination period there is a larger chance of receiving nominations
3. By opening the nomination period to before the start of conference it may encourage non-delegates to stand.

**Conference resolves**

1. To replace NUS rules section 501 (a) with the following:
   
   a. “Individual Members- there will be nine Individual Members, four of which will be elected by the National Conference in even years and five in odd years. All of these will serve two-year terms at its annual meeting. Nominations will close at the event and the election will take place in a block form, elected by the Single Transferable Vote”

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¹⁴⁹ https://nusdigital.s3-eu-west-1.amazonaws.com/document/documents/33502/NUS_UK_Articles_Rules_April_2017.pdf?AWSAccessKeyId=AKI AJKEA56ZWFU6MHNQ8&Expires=1517242238&Signature=SVrlpQXmyaC3PeC%2Fg6A%2BuZVR%3D
¹⁵⁰ https://conference.nusconnect.org.uk/elections/stand-for-election
¹⁵¹ https://www.nusforms.org.uk/mach1/machform/view.php?id=249571
AGM Zone Motions

Motion AGM102

Title Building grassroots ARAF campaigning

Submitted by NUS Black Students’ Campaign

Speech For NUS Black Students’ Campaign

Speech Against Free

Conference Believes

1. There has been a widespread resurgence and emboldening of fascism globally.
2. Ruling governments have pandered to fascist populism through xenophobic/racist scapegoating.
3. The state cannot be relied on to ‘deal’ with the threat of fascism, as they incubate and enable the conditions in which fascism grows - particularly the economic and social conditions engendered by austerity and privatisation.
4. Nor can state institutions like the police be relied on, as their role have regularly been to target and criminalise anti-fascist organisers/groups.
5. Anti-fascism must be driven by grassroots organisation, which can both respond to the threat of far-right mobilisations and proactively build mutual aid and solidarity in communities, to out-manoeuvre fascist populism.

Conference Further Believes

1. Given the rise in racism and fascism threatening our members, it is unacceptable that NUS’ ARAF budget has been cut this year.
2. The ARAF Budget must exist separately from the Cross-Liberation Budget, and be sufficient to support grassroots ARAF work with our membership.
3. ‘Anti-racist’ state laws, such as bans of far-right groups are inevitably utilised to target progressive organising that the state disapproves of - example being the Public Order Act.
4. In addition to state surveillance like PREVENT, the government has sought to bring in policies criminalising antiracist/antifascist organising, often crudely conflating direct action with ‘No Platform’.
5. No Platform is an important tactic developed by antifascists to counter fascist organising - its success as a tactic hinges on robust grassroots organising, not just as a ‘policy’.

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6. No Platform should never seek to emulate state control or draw legitimacy from their laws - we should support bottom-up and democratic antifascism, not top-down policing.

**Conference Resolves**

1. ARAF Campaign, in conjunction with the Liberation Campaigns, to provide antifascist training days open to students and communities covering: self-defence training, direct action training, know-your-rights legal training.
2. Reaffirm our support for No Platform, as a bottom-up tactic.
3. Reiterate our opposition to PREVENT and our call for its abolition.
4. Robustly oppose any new repressive state laws that stifle our right to organise, protest and/or oppose the far-right.
5. Provide with legal support students criminalised for antifascist action.

**Motion**

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**Conference believes**

1. In Clause 322 of the Articles of Association & Rules of NUS, there is reference to ‘˜Small or Specialist Higher Education Constituent Members’.
2. There is no current definition or interpretation of the term ‘˜Small or Specialist Higher Education Constituent Members’.

**Conference further believes**

1. That according to the Quality Assurance Agency for Higher Education (QAA), specialist institutions are those that ‘˜are focused in a single discipline or a small number of discipline areas’ and are ‘˜smaller than their multi-faculty peers (typically fewer than 1,000 students)’.
2. The use of the term ‘˜Small and Specialist’ is often adopted by institutions that fit into the aforementioned characteristics presented by QAA.
3. A common feature of these institutions is that, due to their specialist qualities and student population, they can only send one delegate to NUS National Conference.

4. That NUS offers concessions and fee waivers for ‘Small & Specialists’ without defining which institutions are eligible.

5. A definition for these institutions is needed to ensure that policy passed that impacts these institutions specifically has clear and consensual understanding in its remit and reach.

Conference resolves

1. To amend Clause 322 of the Articles of Association & Rules of NUS and replace ‘Small or Specialist Higher Education Constituent Members’ to ‘Small and Specialist Higher Education Constituent Members’

2. To include in the Article of the Articles of Association & Rules of NUS titled Definitions and Interpretation the following definition: ‘Small and Specialist Higher Education Constituent Members’ | Higher Education Constituent Members that are only eligible to send one delegate to National Conference due to their size and/or specialism;

3. To apply this definition of Small and Specialist Higher Education Constituent Members to all reference to Small and Specialists (and variations there upon unless otherwise stated).
Conference Believes
1. Studies have shown that student parents are an “at risk group” in terms of student retention.¹¹⁵²
2. Little time, no money for additional childcare, and parenting responsibilities make it very difficult for student parents to get involved with student life beyond their course.¹¹⁵³
3. Lack of free and/or affordable child-care further curtails their engagement with student politics and the student community as a whole.
4. The National Union of Students (NUS) should provide free childcare at all their events.

Conference Further Believes
1. Approximately, 60 per cent of student parents have considered dropping out of their course - this figure rises to 65 per cent for single parents.¹¹⁵⁴
2. Parenting responsibilities make it considerably difficult for student parents to get involved in extracurricular activities.
3. Timings of events, costs, alcohol and a lack of ‘child-friendly’ activities put additional obstacles in the way of student parents’ engagement in the student community - one in ten say they feel isolated as a student parent.
4. Higher education institutions are required under employment law to make maternity provisions for working mothers, yet there is no legal requirement ensuring the same protections for student parents.

5. In spite of the Equality Act 2010, the rights of student parents are primarily determined at discretion of their institution(s). Consequently, student parents are “squeezed out” of the education system.\textsuperscript{155}

6. Student parents should be able to engage with all aspects of student life - including engagement with their respective student unions and the NUS.

7. Employees are entitled to 30 hours free childcare if they work over 16 hours a week. Students are not eligible for this (including PhD students).

8. Access to flexible working, maternity leave and breastfeeding facilities are examples of legal entitlements held by workers. There is no reason for student parents should not to be equally protected.

\textbf{Conference Resolves}

1. For childcare to be provided at all NUS events, not exclusively democratic events, to uphold the same commitment to accessibility that we are asking of higher and further educational institutions.

2. For the Vice President of Welfare to collaborate with the NUS Women’s Officer and lobby NUS to provide free childcare at all democratic and non-democratic events;

3. For the Welfare Zone to collaborate with the Women’s Campaign and the Parents and Carers Rep to lobby the government to change its childcare policies to include student parents.

4. For the Vice President of Welfare to work with the NUS Women’s Officer and the Parents and Carers Rep to lobby institutions to collect information on how many student parents there are in the U.K. (this allows accurate allocations of resources or budgeting possible).

\textsuperscript{155} https://petition.parliament.uk/petitions/210634
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<tr>
<td>Title</td>
<td>No Platform for Fascists - No Platform for Britain First</td>
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<tr>
<td>Submitted by</td>
<td>Falmouth and Exeter Students’ Union, NUS National Executive Committee</td>
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<tr>
<td>Speech For</td>
<td>Falmouth and Exeter Students’ Union</td>
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**Conference Believes**

1. Open debate, the exchange of opinions and the development of students’ ideas and understanding are central to the culture of universities and colleges in promoting freedom of speech and ensuring academic freedom.

2. Similarly, freedom of expression and speech are basic human rights to be protected and are protected by law.

3. Students’ unions are at the heart of ensuring our colleges and universities are places in which a diversity of people and opinions are not only accepted, but celebrated.

4. The range of activities and events that take place in students’ unions demonstrate this diversity of interests, ideas and opinions and this is to be encouraged.

5. Student safety and welfare is also at the heart of our unions’ policies and practices. As such, the freedom to express views can sometimes be tempered by the need to secure freedom from harm for students and communities.

6. Racism and fascism are still prevalent in society, on the rise across Europe it should be confronted wherever it is found.

7. NUS has a proud history of being at the forefront of campaigns to combat prejudgment on the form of ethnic origin, sexual orientation or religious belief.

8. That a no platform policy is a key element in the fight against racism and fascism on our campuses.

9. That a no platform policy compliments equal opportunities policies, speaker protocols, the Equalities Act and the Public Order Act.

10. That no platform policies safeguard its members from being subjected to listening to the lie, bigotry and hatred of racists and fascists.

11. Students have the right to live and study in an environment where they do not have to justify their very existence.
Conference Further Believes

1. Britain First is a far-right British political organisation formed in 2011 by former members of the British National Party (BNP). The organisation's leader is former BNP councillor Paul Golding.
2. BNP was no platformed by NUS in 2007.
3. It has benefited from the vacuum left by the declining British National Party (BNP) and the splintering English Defence League (EDL). It has also benefited by excessive and sensationalist media coverage.
4. Combining anti-immigrant rhetoric of the BNP with the hostility to Islam of the EDL, Britain First is attracting supporters from both because of its direct action and stunts.
5. They are attracting huge support on social media and have created a climate of fear amongst Muslim communities.
6. They target young people and are social media savvy - their online reach is large with over 2 million "likes" on Facebook.
7. BF calls for an all-white Britain, denies the holocaust and its members are closely linked to violence.

Conference Resolves

1. To reaffirm NUS' Constitutional No Platform Policy for racists and fascists.
2. To add "Britain First" to NUS' No Platform List.
3. To mount robust defence in defence of Students’ Unions rights to democratically deny platforms to racists and fascists in the year ahead.
4. Welfare zone to work with NUS liberation officers and national representative student faith organisations to create a hate crime briefing pack which outlines the nature, facts and figures of hate crime and continue to share and promote NUS’ guidelines on how set up and maintain hate crime reporting centres in SUs.
5. Welfare and Society & Citizenship Zone to create a briefing for student officers who may be approached by the press about this issue as to why we believe a no platform policy is so important and to provide tips and support for officers on how to win the argument.
Conference believes
1. Current rules state that 50% of a delegation, rounded down, must self-define as women.
2. Gender is not binary and should not be separated into ‘women’ and ‘not women’.
3. Some non-binary individuals include man and/or woman in their identity, and some do not.

Conference further believes
1. Non-binary individuals shouldn’t be grouped with women or men automatically, unless they specifically include such in their identity.
2. It is important that Delegations are representative of all gender identities, including nonbinary ones.

Conference resolves
1. Replace Rule 333 under Appointment of Delegates, of the Articles of Association & Rules with:
   a. ‘No more than 50% of a delegation to National Conference, rounded up, may self-define as the same gender identity. Where a union is only entitled to send one delegate, the union’s free observer place must be taken by someone who self-defines as a different gender identity’
Conference believes
1. ‘Our policies and priorities must be student-led and students’ union-focused through building open, transparent and accessible democratic structures that increase performance and strengthen accountability’ (see https://www.nus.org.uk/en/who-we-are/what-we-do/, accessed 1st February 2018
2. Voting should be open and accessible to everyone
3. Candidate with larger democratic backing will have stronger mandates to implement policy
4. NUS desires to represent all students regardless of what institution they attend

Conference further believes
1. Currently, delegate entitlement means that students of smaller student unions do not have an equal say in the direction of NUS policy, reducing their voice on the national platform
2. Current rules mean that NUS Conference delegates cannot legitimately claim to be representing all students, only those that vote (for example, only 390 students – less than 2% - voted in Northumbria’s NUS Conference elections
3. NUS respects the right of students to choose whether to be active members of their Students’ Union, but still aims to represent every single student
4. Students who vote are mostly those who are active members of the Students’ Union
5. Students feel disconnected from NUS and this has led to some unions disaffiliating
6. Part of the reason unions have disaffiliated is that they felt their voices were not being heard

Conference resolves
1. To mandate Democratic Procedures Committee to bring forward rule revisions to National Conference 2019, to:

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2. Allow relevant students from every NUS-affiliated Students’ Union to vote on all full-time and part-time officers of the NUS, including:
   a. President and all Vice-Presidents
   b. All Nations officers
   c. Liberation Officers
   d. Sections Officers

3. Require a one week period for voting across all constituent members

4. Require that NUS host all candidates’ manifestos on its public-facing website