NEC Live Policy 2016 - 2019

Purpose of this document
This document contains all the policy currently in effect for the NUS NEC until National Conference 2018.

Policy Lapse
Policy Lapses in 2 circumstances:
1. If a subsequent policy over-rides it.
2. After 3 years unless National Conference votes to renew it.


What You Need to do
If you are considering submitting policy to National Conference you should first check whether any policy is currently ‘live’ for that issue and whether you need to change the National Union’s current stance on that area of work.

If you require this document in an alternative format contact democracy@nus.org.uk.

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Live Policy from NEC meetings 2015/16

Meeting 1: 20 July 2015

Motion 21 | Motion of Censure Against the National President

NEC believes

1. That NUS NEC voted in favor of BDS policy in August 2014 and that this was re-affirmed in June 2015.
2. That in January 2015 a decision was made to accept Coca Cola sponsorship for the NUS Awards, despite this company being a target of the BDS movement.
3. That the NUS President (Megan Dunn) and Vice-President, Union Development (Richard Brooks) are responsible for the Student Unions 2015 event, which the NUS Awards are part of.
4. That many NUS Full Time Officers, members of the NEC, and Officers at Constituent Members raised concerns via email (On June 23rd, two weeks before the event) but received no reply.
5. That a meeting between Megan Dunn and concerned NUS FTOs was held (on July 2nd, 5 days before the event) at which Megan Dunn agreed to apologies for accepting the sponsorship, that this would never happen again, and that a public statement would be released to this effect.
6. That on July 6th (the day before the event) some NUS FTOs were privy to a draft statement which instead denied that Coca Cola was in breach of the BDS policy, and stated a ‘pride’ in NUS’ relationship with them.
7. This was challenged, and resulted in meetings that evening between Richard Brooks (Vice President, Union Development) and concerned NUS FTOs.
8. Agreement could not be found over the wording of the statement due to Richard Brooks’ and Megan Dunn’s refusal to accept that Coca Cola is a target of the BDS movement or to release an apology for accepting their sponsorship - it was agreed that no statement would be released without further discussion.
9. That on July 7th (the first day of the event) a statement was released that fell short of an apology, only referenced allegations that Coca Cola are in breach of the BDS policy, and stated ‘pride’ in NUS’ relationship with them.
10. Later that day, the Palestinian Boycott National Committee sent an email to NUS clarifying that Coca Cola is a target for boycott, divestment and sanctions

NEC further believes

1. That the acceptance of Coca Cola’s sponsorship was in breach of the policy of this Union.
2. That both the public statement and Presidential Address were in breach of the policy of this Union.
3. That 'constructive engagement' is not a boycott, and that any officer's personal view is irrelevant when applying policy.

4. That releasing a public statement which 4 of the 5 Vice Presidents do not agree with shows a lack of integrity.

5. That a failure to respond to 4 of the 5 UK Liberation Officers and International Students' Officer falls short of the standards expected of a President or Vice-President.

6. That all of the above is disrespectful to student democracy.

**NEC resolves**

1. To formally censure Megan Dunn (NUS President) on the above grounds.
2. To mandate the NUS President and Vice President (Union Development) to publish a formal apology stating that It was a mistake to accept Coca Cola's sponsorship and that this, and previous NUS statements, broke the policy of the Union.

**Motion 1 | Supporting Students’ Union Officers**

**NEC believes**

1. There is a significant disparity in the level of help, advice & support provided to students’ union officers by their own Students’ Union.
2. Many small & specialist Students’ Unions, in particular those Students’ Unions in Further Education (FE) are under resourced in relation to their staff and support structures for Students’ Union officers.
3. Student Officers across the country often look to NUS; the organisation & its elected leadership (full time officers, NEC members and those in other roles) for advice and support at a variety of times throughout the year, both on a short term and long term basis.
4. There has been an increase in the number and severity of incidents relating to Student Officers & online harassment/cyber bullying.

**NEC resolves**

1. NUS must establish a time period in which Students’ Union officers can expect support in critical periods.
2. NUS should facilitate networks of Students’ Unions and Students’ Union officers around the country, through enhanced training relating to effective networking and crisis management.
3. Experienced Students’ Union officers should be encouraged and supported to develop mentor/buddy style relationships with less experienced officers to allow them to thrive in their roles.
4. NUS to consider how online harassment/cyber bullying negatively impacts on Student Officers, in particular with our Liberation Officers and take steps to protect the welfare of Student Officers and the diversity of our movement.
Motion 7 | National Demonstration for Free Education

NEC believes

1. That National Conference 2014 voted by a substantial majority to "oppose and campaign against all methods of charging students for education – including tuition fees and a ‘graduate tax’ which is nothing more than a euphemism for ‘student debt’." It voted “to make the case for free education and demand that free, accessible, quality education, and decent wages, public services and benefits”.

2. That National Conference 2015 reaffirmed this and voted for, “a liberated curriculum”, “the abolition of student debt”, “open and public access to universities and colleges, democratically-controlled institutions free from surveillance and harassment by police and immigration officials” and “the abolition of all fees for home and international students”.

3. That National Conference 2015 voted for “a strategy of protest and direct action to demand reversal of all cuts and expansion of public services and decent jobs, funded by properly enforcing increased taxes on the rich and taking democratic control over the banks”.

4. That the National Executive Council meeting of June 2nd voted to support the NUS Disabled Students Campaign policy of, “a campaign of escalating direct action with the goal of preventing these cuts and bringing down the weak Conservative majority in government as achieved by students in Quebec”.

5. That the National Campaign Against Fees and Cuts are organising a demonstration for free education on November 4th.

6. That last year’s national demonstration was well-attended, with over 10,000 students reported as going, and represented one of the largest examples of student mobilisation in recent years.

7. That last year’s national demonstration cost NCAFC around £10,000 to organise. This included printing for 150,000 leaflets, 20,000 A3 posters and 40,000 stickers, a banner, placards, steward training, and the cost of renting a PA system and a stage.

8. In 2011 NUS allocated a £4,000 budget for NCAFC demo against the Higher Education White Paper, and made this budget available for the organisers to spend on materials for the demo.

9. That the fight for free education is not one that will be won quickly or easily, but one that requires a long-term strategy and a series of large, visible and disruptive actions.

10. That demonstrations are one such tool at our disposal, and when they are taking place in line with our objectives as an organisation and our policies, NUS should support them and make them a success.

11. That demonstrations require a lot of organisational work, and that NUS is best placed to shoulder the burden of this task.

12. That safety on demonstrations are of paramount importance, not least because of the presence of the police, and that safety is best assured by students being seen to have the public support of their national union.

13. There is a clear policy mandate from previous National Conferences and meetings of the National Executive Council to escalate action against the government to win free education.
NEC resolves

1. To support the National Campaign Against Fees and Cuts demonstration on November 4th.
2. To support the 'free education organising meeting' taking place in October, initiated by the National Campaign Against Fees and Cuts, and to encourage students’ unions and other civil society organisations to attend and make the event a success.
3. To commit to ensuring the demonstration is safe, well-attended and successful by creating a budget of £4,000 and making this available to the organisers as soon as possible but by the latest on the 11th of August, and for this to be overseen by the Vice-President for Society and Citizenship.
4. To pay for and conduct a risk assessment for the demonstration.
5. To mandate the National President, in conjunction with the Vice-Presidents for Further and Higher Education, to issue a public statement within the week declaring NUS support for the demonstration and to send this to all constituent members, encouraging them to organise transport and attend.
6. For the Vice-President Society and Citizenship to use NUS communications to publicise the demonstration as needed by the organisers, and to have responsibility for overseeing all the above.
7. For the National President to arrange a meeting with the organisers, President and Vice-Presidents and the NUS Liberation Officers to discuss NUS's involvement, and to ensure that regular meetings and communication take place between NUS officers (including NUS Liberation Officers) and the organisers.
8. To issue a press release within the week outlining all the above.

Motion 2 | Protecting Students’ Unions in Northern Ireland

NEC believes

1. That in England, Scotland & Wales legislation exists which facilitates protection for the existence, operation and democracy of students’ unions.
2. In Northern Ireland there is not currently and never has been any provision under law for the existence of independent and autonomous students’ unions across Higher and Further Education.
3. That adequately funded, properly resourced, sustainable and autonomous students’ unions not only provide the vehicle through which the voices of students can be and are heard within their institutions but also strengthen the College or University in how it delivers education.
4. Education should be about partnership, and when we have strong and properly resourced students’ unions the seeds of that partnership are not only present, but both learners and institutions benefit.
5. NUS-USI has policy to continue to lobby and campaign for the creation of legislation in Northern Ireland to enshrine protections for the existence of students’ unions which are independent in law.
6. That NUS-USI has made this issue a priority for the year ahead and a headline ask in the upcoming Assembly elections in Northern Ireland.
NEC resolves

1. Where relevant and possible, for NUS to adequately resource and support the work of NUS-USI to effectively deliver the best possible result for Students’ Unions in Northern Ireland in developing draft legislation that is comprehensive and fit for purpose.
2. To mandate the NUS Vice President (Union Development) to work closely with the NUS-USI President to ensure knowledge and resources and effectively shared to deliver for all member unions in Northern Ireland.

Motion 10 | Let’s do some proper campaigning for grants

NEC believes

1. Students whose families earn less than £25,000 will have their £3,387 a year maintenance grant converted into a loan, and this is tapered off up to those who earn under £40,000 a year.
2. Under this system, students from low income families would need to take out more in loans and therefore graduate with more debt than students from wealthier backgrounds.
3. The abolition of grants is clearly regressive and an attack on working class students.
4. A YouGov poll showed that 52% of people polled opposed the policy, with only 24% supporting.¹
5. There is clearly public sympathy for retaining maintenance grants, and given the slender Tory majority, NUS should campaign against this fully.

NEC resolves

1. Publicise Early Day Motion 294 submitted by Jeremy Corbyn by:
   a. Sending it to every constituent member and asking them to lobby their local MPs to sign it.
   b. Contacting all 650 MPs directly as NUS and asking them to sign.
   c. Write to the leaders of the Greens, SNP, DUP, SDLP, Plaid as well as Norman Lamb and Tim Farron of the Lib Dems asking them to support our EDM on student grants and publish their opposition to the cut.
2. To direct the Parliamentary office to explore the possibilities of other work in Parliament to oppose this.
3. To work with other student organisations including the NCAFC to hold a demonstration outside the constituency offices of both Sajid Javid and Jo Johnson by the end of August.
4. To write to trade unions and the People’s Assembly and draw them into any broader campaign.
5. To encourage CMs and local campaign groups to target Tory MPs with protests, direct action, etc.
6. To lobby the Labour Party to take a clear public stance against this attack and in favour of raising grants.
Motion 3 | Removing the invisible barriers to succeeding in education

NEC believes
1. Identifying characteristics included on assessments (e.g. students’ names) has been shown to actively influence the final grades awarded to those assessments.
2. Students’ grades should be based on academic merit alone. No student should receive a grade based on anything apart from their academic performance in assessments, except in instances of mitigating or exceptional circumstances which have been accounted for.
3. Identifying characteristics may include; ethnicity, socio-economic background, nationality, disability, marriage status, etc., or prior conceptions those marking assessments may have of students.
4. That there may be instances where creating complete anonymity for students may be difficult due to specific circumstances or resources which are available.
5. Students in Higher Education (HE) and Further Education (FE) should be able to study free of the concern that who they are will affect their progression or attainment.
6. The use of anonymous marking is increasing across HE and FE, with clear benefits being seen in the attainment of specific sub groups of students, including; International, BAME, Women and Disabled.

NEC resolves
1. To campaign for the introduction of anonymised marking where practicable of assessments in institutions.
2. To campaign for anonymised marking to be recognised as an established part of Quality Assurance.
3. To research the feasibility of complete anonymity in graded assessments in order to ensure maximum benefits to students.

Motion 4 | Student Opportunities for all: Tackling Local Barriers

NEC believes
1. NUS continues to work with students’ unions, partner organisations and student networks (e.g. Student Publication Association) to understand our national role in supporting clubs, societies, fundraising, volunteering, enterprise, employability and media.
2. NUS has recently worked with Universities UK (UUK) to understand how to raise levels of volunteering and social action within Higher Education. A report, drawing on existing literature, has been produced that identifies the key barriers to students taking part in opportunities across all institutions:
   a. Language and understanding
   b. Motivations
   c. Time
   d. Management of volunteering
   e. Perception and previous negative experience
   f. Financial
NEC further believes
1. These barriers identified can inform how national resources should be used to make a real difference locally.
2. These barriers, which have been drawn up primarily considering experiences within Higher Education, are widely relevant across Further Education institutions as well, although further work may be required to understand which are the most important in different circumstances.
3. An effective way for students’ unions to develop their student opportunities is for their work, including discussions with institutions, to be focused around breaking down these barriers within their local context. In practice this might mean working from the Higher Education Social Action and Student Opportunities Framework, as proposed in the report.
4. NUS at a national level has a role to champion this approach and to prepare students’ unions and institutions to discuss these barriers seriously with students and with themselves. This should include developing ways of gathering evidence to understand the importance of student opportunities within education and society, so there is a clear, shared, national understanding of why student opportunities should be a central part of our thinking.

NEC resolves
1. NUS to plan future work in the area of student opportunities so that either barriers identified are being broken down at a national level, or SUs and institutions are supported to do it locally.
2. NUS to consider the role that accreditation, such as Quality Students’ Unions might play to help make progress against these barriers
3. NUS to review how different operating models for students’ unions, now and in the future, might change the nature of these barriers.
4. NUS to develop and help provide students’ unions and institutions with evidence of the impact of student opportunities to both individuals but also to wider society.

Motion 13 | Condolences for FOSIS President, Bashir Osman

NEC believes
1. The Federation of Student Islamic Societies represents Muslim students across the country through affiliated societies.
2. Their President, Bashir Osman, died in an accident whilst visiting Switzerland.
3. We are shocked and saddened by the sudden death of a student leader widely respected and recognised for his role in representing students across the UK.

**NEC resolves**
1. That NUS notes our condolences for Bashir Osman, and notes our thoughts for his loved ones, his colleagues at FOSIS, and the students across the country which he represented with commitment and passion.

**Motion 16 | Funky Dragon**

**NEC believes**
1. Funky Dragon was an organisation designed to enable children and young people in Wales to get their voices heard by Government and others who make decisions about policies and services that affect their lives.
2. On 01.10.2014 Funky Dragon closed meaning that Wales has become the only country in Europe without a National Youth Assembly.
3. Funky Dragon was said to be replaced by an as yet unknown mechanism. This decision was taken by government without any consultation with children and young people.
4. Funky Dragon has still not yet been replaced in any form.
5. With the vast cuts to local council budgets young people are being stripped of vital youth services.
6. The reduced council budgets are not only directly affecting statutory and non-statutory youth services but is shutting young people out form the opportunity of engaging in democracy.

**NEC further believes**
1. The British Youth Council, is the national youth council of the UK.
2. The organization that is predominantly working across the youth sector in wales is Cymru Ifanc. Cymru Ifanc is not run by young people. They encourage young people to get involved in making decisions and engage with their local youth councils.
3. The BYC work with networks of local youth councils, to empower young people aged 25 and under, wherever they are from, to have a say and be heard.
4. They aim to help young people to participate in decisions that affect them; have a voice and campaign on issues they believe in, inspire them to have a positive impact, and gain recognition for their positive contribution to communities, society and the world.
5. That with the current season of elections, every effort should be made to engage young people with politics and politicians with young people.
6. Young people should be presented with the opportunity to engage in democracy.
NEC resolves

1. To mandate the NUS Vice President (Society & Citizenship) to actively work with the officer team of NUS Wales and the British Youth Council especially in the run up to Welsh assembly elections to engage young people in democracy.

2. To mandate the NUS Vice President (Society & Citizenship) to work with NUS Wales to lobby the Welsh Assembly, calling on them to re-create Funky Dragon or a similar yet improved independent organisation lead by young people for young people.

3. NUS UK should work with NUS Wales to lobby local authorities to ring-fence funding to fund local youth councils.

Motion 5 | Demonstration against welfare cuts

NEC believes

1. That the budget of July 8th outlined £12bn of welfare cuts, including:
   a. Scrapping the automatic entitlement to housing benefit for 18-21-year olds (with exceptions for the vulnerable and "other hard cases").
   b. New Employment and Support Allowance claimants in the work-related activity group will have their claims aligned with the Job Seekers' Allowance rate.
   c. A freeze in most working age benefits for four years - representing a real terms cut.
   d. Lowering the benefits cap from £26,000 to £23,000 in London, and £20,000 in the rest of the country.
   e. Restricting tax credits and Universal Credit to two children for families who have a third or subsequent child after April 2017.
   f. The Chancellor made references implying that claiming benefits is a lifestyle choice which drains the ordinary taxpayer - another example of the toxic rhetoric of this government and the demonisation of oppressed people.

2. That the Coalition government made huge cuts to welfare and in particular disability benefits, and that the NUS Disabled Students Campaign have been campaigning to fight this.

3. That the National Executive Council meeting of June 2nd voted “to support and encourage student organised actions against any government department or contractor responsible for cutting benefits or services or implementing welfare ‘reform’”, and, “for this work to be coordinated by the Vice President for Welfare, supported by all other Officers, in direct consultation with the Liberation Campaigns”.

4. That the National Executive Council meeting of June 2nd unanimously voted to support the NUS Disabled Students Campaign policy, which previously passed unanimously at Disabled Students Conference, for, “a campaign of escalating direct action with the goal of preventing these cuts and bringing down the weak Conservative majority in government as achieved by students in Quebec”.

5. That defending disabled people, the young and unemployed, and all oppressed groups from benefit cuts must be one of the priorities of this union.
6. That our solidarity in policy must be translated into action.
7. That the work of groups such as the People’s Assembly, Disabled People Against Cuts, Boycott Workfare, UK Uncut and many more have been inspiring in mobilising thousands of people against these cuts.
8. That we should seek to support future actions conducted by these groups and initiate some of our own, student-led direct action.
9. LGBT young people are already identified as having a higher risk of experiencing suicidal feelings, self-harm, drug or alcohol misuse and mental health problems such as depression and anxiety and are more likely to be made homeless as a consequence of trying to escape a difficult home life and being disowned by their families.
10. The new welfare ‘reforms’ where 18-21 year olds are disqualified from automatically receiving housing benefit are going to have a significant impact on young LGBT people who are estranged or made homeless as a consequence of trying to escape LGBTphobic families.
11. This new regime will mean that 18-21 year old LGBT people struggling with LGBTphobic families will lock themselves in the closet and hide their sexuality and/or gender identity, avoid becoming homeless.

**NEC resolves**

1. To mandate the Vice-President for Welfare to organise a demonstration outside the Department for Work and Pensions, in the third week of September, with slogans of ‘No Welfare Cuts’ and ‘Defend Our Benefits’.
2. To mandate the Vice-President for Welfare to contact other organisations about co-organising this demonstration, including but not limited to:
   a. Trade unions and the TUC, in particular their youth and disabled sections.
   b. The People’s Assembly
   c. Boycott Workfare
   d. Disabled People Against Cuts
   e. Keep Our NHS Public
3. To mandate the President and all Vice-Presidents to publicise this demonstration and support calls for students to attend.
4. To mandate the Vice-President for Welfare to support the NUS Disabled Students Campaign’s Day of Action Against Austerity on the International Day of Disabled People, December 3rd, and to mobilise disabled and non-disabled students to take part.
5. To issue a press release within the week outlining all the above.
6. That the NUS VP Welfare and the VP Society and Citizenship will work with the NUS LGBT+ Officers to combat the detrimental impact the new welfare reforms will have on LGBT people.
7. That NUS VP Welfare will organise an action around homelessness and estrangement of young people, and how the welfare ‘reforms’ will increase the number of estranged and homelessness young people, through a ‘sleep out’.

8. The ‘sleep out’ will be a call to action from NUS where a sleep-out will take place in London, organised by NUS, and students Unions’ will also be encouraged to organise their own ‘sleep outs’ throughout the UK on their campuses to raise awareness of estranged and homeless young people and how the welfare ‘reforms’ will contribute to these numbers increasing.

9. This action will take place before December 2015.

Motion 19 | Campaigning for urgent and adequate action to prevent runaway climate change in the context of the Paris Climate Summit

NEC believes

1. The 2015 United Nations Climate Change Conference, which will take place in Paris from 30 November 2015 to 11 December 2015, is likely to be yet another climate summit that will fall far short of agreeing the urgent changes that are needed to prevent runaway climate change and all the consequences that will come with it.

2. Preventing the worst impacts of climate change requires urgent action, but powerful vested interests are currently preventing this from happening.

3. Without a strong grassroots movement politicians and world leaders will not have the political will to tackle those vested interests and ensure that the required action is taken.

4. Climate change is not an isolated issue but one that is intimately connected with a host of other serious issues such as social and economic inequality and injustice, both in its causes and in its effects. Climate change must start being acknowledged as a class, race and feminist issue and embraced by the left as an equal priority to other social justice issues as it is equally caused by and must be tackled through critiquing and fighting market driven economics.

5. Therefore an holistic approach to tackling all these issues is required, so that by solving one of these issues the other ones are not exacerbated. If tackled properly, the solution to each of these problems should also help to solve the other ones.

6. The primary cause and driving force behind all these issues is the unbridled power of neoliberal ideology and the free market economy that it has spawned and is upholding.

7. So long as politicians and world leaders are under the sway of this ideology such Conferences can do little to tackle the increasingly urgent issues of climate change and economic injustice.

8. Therefore, we cannot rely either on politicians or on UN Conferences to agree on the radical and large scale changes that are needed to solve these issues, so a massive grassroots movement needs to be built in order to tackle climate change and give world leaders the political will to agree on such changes, and students in the UK and worldwide need to be at the very heart of such a movement, driving it forward with vision, energy and a strong sense of urgency.
NEC resolves
1. In the context of the UN Climate Conference NUS should use the attention and media coverage climate change will be receiving to campaign for urgent and adequate action on runaway climate change.
2. NUS should work with other relevant groups to call for and organise actions that are informed by the politics of our beliefs.

Motion 17 | Support the Tube workers!
NEC resolves
1. To support London Underground workers' in their dispute about pay, night working and job cuts/ticket office closures - because their demands are fully justified and because of our more general solidarity with workers' struggles and opposition to the bosses.
2. To seek to mobilise CMs and students in support of the Tube workers' actions.

Motion 14 | Free the Thai 14, supporting the Thai student movement
NEC believes
1. Thailand currently is ruled by a military junta which took control of the country after a coup d'état which has imposed martial law, nationwide curfew, banned political gatherings, imposed internet censorship, taken control of the media, and have arrested and detained politicians and anti-coup activists; including student movement leaders.
2. The Prime Minister of Thailand, her Government, and the national legislatures have been abolished in a military coup since 22nd May 2014.
3. The student movement in Thailand have been leading the fight for freedom and democracy against harsh crackdowns on activism.
4. The Chief of the Military has refused to release student activists which have been detailed in case they "inspire more protests and lead to problems for the nation".¹
5. Student activists detained in the last week will face a military court with the penalty of up to 7 years.

NEC further believes
1. The right to freedom of expression is a human right that must transcended national barriers.
2. That we all have a right to live in a society built on democracy, freedom, and fair trial.
3. That students across Thailand and beyond play a vital role in shaping a better world through their collective action, and commends the work of our fellow students.
4. That human rights infringements by a military junta cannot be ignored by the international community movement.

¹Reference to a source is needed.
NEC resolves
1. That NUS will continue to oppose the harsh infringement on student activism at home and abroad.
2. To support the Thai student movement in their fight for freedom and democracy.
3. To publicly join calls for the release of student activists facing military court.

Emergency Motion 1 | International Students

NEC believes
1. The new immigration changes affecting international students were announced last week.
2. The changes will have significant negative impact on the lives of many of our members.
3. Proposed changes will come into effect in August and November, depending on which category it falls under.
4. The changes are part of a much bigger attack on migrants and migrants’ rights in the UK.
5. As a consequence of the changes, 20,000 dependents of post-graduate students would not have the right to work in the UK, unless it is a ‘skilled job’.
6. As a result of the changes, International students studying at FE colleges won’t be able to take on any part-time work
7. Not having the right to work will contribute to exploitation and poverty amongst international FE students who are amongst the poorest of international students in the UK.
8. The new proposed changes mean that sabbatical officers who are international students have to have around £9,000 in their bank account before they can apply for a visa to start working as an officer from November this year.
9. Changes to the upfront cost of visa extensions will mean the upfront money required for those taking re-sits, medical students going on placements and PhD students extending their write-up period will be over £7000 more after November.
10. Government’s extreme and unacceptable escalation of attacks on international students and the wider migrant community since 2012 has made life miserable and stressful for the hundreds of thousands of international students and other migrants in the UK.

NEC resolves
1. We strongly condemn the new wave of attacks on migrants and international students in particular.
2. NUS should prioritise supporting international students by allocating more resources to the international students’ campaign so it can effectively challenge such a toxic environment.
3. NUS to encourage the wider student population to stand in solidarity with international students when it comes to direct action.
Emergency Motion 2 | Defend and support Lewisham and Southwark College – Southern Campuses

NEC believes

1. Lewisham/Southwark College (LeSoCo) is a Further Education college based in the London boroughs of Lewisham and Southwark, formed in 2012 from the merging of Lewisham College and Southwark College.

2. Its students consist, for the majority, of adult learners with a high proportion of Black and working class learners. It takes the largest number of FE learners from the local Southwark area.

3. In April 2015 Lewisham/Southwark College was placed into Administered College status, enhancing the role and powers of the local FE commissioner over monitoring and review of the College.

4. On 8th July 2015 (during the last week of term for the majority of staff and with very few students still at the college for this academic year) Southwark Council released a proposal to the FE Commissioner outlining extensive changes for Lewisham/Southwark college - including to de-merge the college by the end of July 2015, closing the Southwark College sites at Waterloo and Camberwell for a year from August 2015, and to then re-open the sites in August 2016 under a new management and different structure, and possibly courses and staff.

5. Existing students will be told in August to go to other colleges to finish their courses.

6. These proposals were made without any consultation with the college staff, students, Principal or local community. Southwark Council want to commission up to 7 named providers to tender for courses - some public, some private which could lead to a fragmentation of providers and staff on different contracts with different employers.

7. On 14th July the governors of Lewisham/Southwark College met and voted in favour of closing the Camberwell site of the College by the end of July 2015 – which is used mainly for basic skills and ESOL learning provisions, has 300 students, 20 teaching staff and 6 support staff - and sell it as soon as they can for approx. £5m. The site has a waiting list of 1200 students who want to do ESOL courses and has been used as a site for education since 1871!

8. The proposed changes and closures of the college will lead to cuts in teaching staff, student places and the number and diversity of courses.

NEC further believes

1. The closing of college sites need to be taken in context with a series of attacks against Lewisham and Southwark college and FE more widely, with huge funding cuts of 24% in national funding and staff redundancies levelled against the college recently – around 50 staff have taken voluntary redundancy, about 10 still face compulsory redundancy and other staff have just resigned as they are fed up with the cuts and atmosphere in the college. The trade union studies department has been recently closed down and there has been a decrease in dyslexia provision.
2. They also need to be taken in context with the attacks on local community, from gentrification to austerity to immigration raids, with the cutting of ESOL courses impacting migrants by cutting them out of education and out of society further, and with the outsourcing of provisions to private providers further diminishing the college's accountability to the community. ESOL course hours are set to be cut making it harder for students to progress.

3. Southwark council's proposal specifies a move to a more employer and corporation-led provision of learning responsive to the needs of big businesses instead of the community, and names a number of corporate bodies which they intend to work closely with in leading the changes – including city accountants PwC, and News UK (Rupert Murdoch’s News International) as well as local hospitals Guys and St Thomas’. This will narrow the curriculum to a narrow vocational only kind of provision.

4. These attacks against Lewisham/Southwark College need to be fought for the sake of preserving learning provisions for the local community and to resist the corporate takeover of FE - fragmentation and possible privatisation.

**NEC resolves**

1. To support the Defend Lewisham/Southwark College campaign, and release a statement to Southwark Council demanding that all proposals to close the Southwark sites should be stopped with immediate effect, and for an extensive consultation process with students, staff and local residents of the boroughs.

2. To further demand an end to all closures, redundancies and cuts to courses and staff.

3. Demand to keep and extend ESOL provisions.

4. For the governors of Lewisham/Southwark college to meet as soon as possible and reverse the decision to close the Camberwell site.

5. To send a delegation of students, staff and members of the community campaign to meet with the FE Commissioner, Southwark Council, Lewisham Council, and the chair of governors and Principal of Lewisham/Southwark college as soon as possible.

6. Support any further direct action called by staff and students from the college and members of the local community against the proposals.

**Meeting 2: 10 September 2015**

**Motion 9 | National day of walk-out**

**NEC believes**

1. International students have been under constant attack by the Home Office for a number of years.

2. These attacks have intensified since 2012 with the revocation of the 'Highly Trusted Sponsorship' of London Metropolitan University.

3. Other universities and colleges have also lost their sponsorship status since.
NEC further believes
1. The onslaught on international students’ rights in the UK is not an isolated matter and is part of a bigger picture of the anti-migrant sentiment which is growing in the UK.
2. As a progressive movement, it is our responsibility to stand in solidarity with all migrants and condemn how they are treated in this country.

NEC resolves
1. NUS should priorities the plight of migrants in general and that of international students in particular in its campaigning activities.
2. NUS to fully support, endorse and encourage a national day of walk out on 'International Students’ Day', November 17th. This would be to raise awareness regarding the treatment of international students and the wider migrant communities in the UK.
3. This would be a one-day walkout.
4. NUS to utilise every possible tool to get as many unions as possible on board with the national day of action.

Motion 1 | Small and Specialist Student Unions

NEC believes
1. In 2013 a Small and Specialist training day was hosted for the first time and did not charge Student Unions to attend.
2. In 2014 a Small and Specialist training day was hosted with a charge of £50 per officer.
3. In 2015 there was no Small and Specialist training day, instead Small and Specialist was integrated with Lead and Change: Presidents at a cost of £199 per officer.
4. Officers from Small and Specialist Students Unions appreciated the opportunity to network with other unions during summer training.
5. Officers from Small and Specialist Students Unions require more advice on how to run a Students Union than that offered at Lead and Change: Presidents
6. Officers from Small and Specialist Students Unions should have an opportunity to network and learn about how to run a Students Union.
7. Officers from Small and Specialist Students Unions should have easy access to free information and advice on how to run a Students Union.
8. Officers from Small and Specialist Students Unions should be supported by NUS during the handover period.
9. Officers from Small and Specialist Students Union should continue to be given opportunities to network with officers from other Students Unions.
NEC resolves
1. NUS should host a training day for officers from Small and Specialist Students Unions, free of charge.
2. NUS should provide a contact specifically for Small and Specialist Students Unions for information, advice and support.
3. NUS should provide a Handover Toolkit for Small and Specialist Students Unions.

Motion 2 | Stop the repayment hikes

NEC believes
1. In 2010 when the Tories and Lib Dems were selling their new tuition fee policy, a key promise was that the system would supposedly protect low earners by only requiring repayments on income above £21,000 – with that threshold kept the same in real terms by increasing it in line with average incomes.
2. Since 2010, forecasts have repeatedly predicted that more and more of the debt from loans won’t be repaid, nearly to the point where the new system saves no more money than the previous one – but the Tories were still saying it was “robustly sustainable”.
3. Since the election, the government has admitted that the system is “unaffordable”, and has launched a consultation on a proposal to force an increase in repayments.
4. The policy plans to freeze the repayment threshold at £21,000 for 5 years. In real terms, this means reducing the repayment threshold, as inflation erodes the value of graduate incomes but the threshold fails to keep pace. Repayments will be higher and lower-waged graduates who would not have made repayments will now have to. A review is promised in 2021, but there is no guarantee that uprating would resume, and even if it did, repayments would remain higher than if the freeze had never occurred.
5. The government favours implementing this hike on the repayments of everyone who began studying since 2012 – so it will not just affect new students, but change the terms for students and graduates who already took out loans.
6. This will mainly affect loans for undergraduate study, but holders of 24+ Advanced Learning Loans in FE will also be affected.
7. Analyst Andrew McGettigan estimates that 2 million borrowers will be affected.
8. The government’s own figures show that the changes will increase total repayments more for low- to middle-earners, while the highest earners will even have their eventual total repayments reduced!
9. The government expects to make £3.2 billion in additional repayments from existing borrowers alone through the retroactive change, and even more from new starters.
10. This policy is being consulted on until 14 October.

NEC further believes
1. This policy is grossly unjust.
2. For existing borrowers, this change is a betrayal of the terms we had no choice but to sign up to if we wanted to access education.
3. The changes are regressive, hitting low and middle earners harder.
4. The government sold its original policy on a miscalculation – this was either their own incompetence or a deliberate lie. And now repayments are lower than they projected because of the Tories’ low-wage austerity economy – but it is us being made to pay the price.
5. The retroactive changes set a precedent that students and graduates are a piggy bank that the government can raid whenever it feels short on cash.
6. We should respond to the consultation and lobby the government, but we should not wait for the consultation to be over, when it may be too late, to use protest and direct action.

**NEC resolves**

1. To mandate the VPHE and VPFE to lead a campaign against the loan repayment hikes, under the slogans “Stop the Repayment Hikes” and “#StopTheHike”
2. The campaign should demand that rather than asking lower-waged students and graduates to pay the price, the government should tax the rich and their businesses, who can afford it. And instead of tinkering with the broken fee system, they should scrap it and implement free, decently-funded further and higher education.
3. This campaign must unite current and future loan-holders by opposing repayment hikes for both groups. NUS must not propose, accept or endorse any proposal to sell out one group, for instance averting hikes on existing students and graduates by accepting hikes for future students.
4. To help explain the policy and its implications, which may be complicated to understand, to student unions, students and the wider public.
5. To respond to the consultation by demanding that the repayment threshold is not frozen and repayments are not increased, and to encourage member unions to do the same.
6. To explore the possibility of a legal challenge to the policy, which the President of HEPI has speculated could be successful.
7. To draw public attention to the injustice of the policy, and in particular to reach out to recent leavers from education who may be affected as well as current students.
8. To organise protest and direct action against the policy, targeting the government and the governing party, beginning as soon as possible and certainly before the end of the consultation period, and to support protests and direct actions carried out by students.
Motion 3 | Stop marketising our education: stop the Teaching “Excellence” Framework!

NEC believes

1. The Conservative government is building a “Teaching Excellence Framework”, which they claim will measure teaching quality in HE and incentivise universities to improve by making them compete in rankings.
2. The Tories have floated the possibility that incentives could include allowing top-ranking universities to further increase fees.
3. The policy remains quite vague, but we know:
   a. “Outcome-focused metrics” are to play a large part, and all indications are that this means scoring teaching according to graduate salaries.
   b. The government wants to incentivise universities to tailor teaching more to the demands of employers.
   c. The government believes that “competition will also be central to our efforts to drive up standards”

NEC further believes

1. The TEF claims to be about driving up teaching standards, but in reality it is not about empowering students – it is about marketising education and subjecting it to the interests of business. At best it treats students as consumers, and at worst as products, to be shaped according to the demands of employers.
2. The TEF follows in the footsteps of the Research Excellence Framework. This metric-based system doesn’t improve research – it squashes original exploration and academic freedom, forces researchers to dance to the tune of industry, and imposes an expensive and burdensome bureaucracy.
3. A good teacher isn’t just a career coach whose success is measured by your paycheque, but someone who inspires you, enhances your critical thinking and challenges and helps you to explore.
4. Teaching quality and later income aren’t straightforwardly linked. This penalises subjects where students go on to take lower-paying but socially useful jobs, and universities that take on more women, black and working-class-background students, who will earn less on average regardless of their education.
5. As they try to improve their metrics in a competitive market, universities will come down hard on teaching staff, bullying them to work harder for less money, and clamping down on teaching that doesn’t fulfil the government’s narrow agenda. Casualised staff – including postgrads who teach, and disproportionately women and black academics – will be hit hardest. We don’t want a “customer/service provider” relationship with them but one of solidarity and partnership.
6. Our efforts to liberate our curricula will be set back – business and employers have no interest in having us learn and develop alternative and subversive ideas.
7. The TEF isn't just superficially flawed but wrong at its core. It cannot be fixed, it must be stopped. To improve teaching, we stand for an alternative to markets, competition and metrics.

**NEC resolves**
1. To take the position that the TEF is not just superficially flawed but wrong to the core, and we can't just tinker with it, we have to stop it.

**Motion 4 | Training for Officers on Apprentice Engagement**

**NEC believes**
1. NUS hosts a training course for student officers from Further Education over summer called FE Leaders
2. FE Leaders did not include information on Apprenticeships, or how to engage with the 440,000 Apprentices in the UK
3. There are a small amount of Apprentices from Affiliates involved in the National Society of Apprentices
4. Apprenticeships and the National Society of Apprentices should continue to be a national priority for NUS and Students’ Unions
5. Students’ Unions who have members who are apprentices should be supported by NUS to engage with Apprentices in their democratic structures

**NEC resolves**
1. That FE Leaders to include workshop/training for officers on Apprentices engagement and key issues
2. To mandate Vice-President Union Development and Vice-President Further Education to work with FE Students’ Unions to enable them to engage Apprentices in their democratic structures.

**Motion 5 | Mobilising students to join TUC national demo outside Tory Party Conference**

**NEC believes**
1. On Sunday 4 October the Trades Union Congress (TUC) is organising a national demonstration against the government’s austerity agenda and attacks on trade unions outside the Conservative Party Conference in Manchester.
2. This protest has the potential to be hundreds of thousands strong.
3. NUS recently signed a ‘campaigning partnership’ with the TUC and has the potential to mobilise massive numbers for a student presence, calling for an end to the proposals to cut maintenance grants, among other demands.

**NEC resolves**
1. For NUS to endorse and support the TUC’s national demonstration against austerity on Sunday 4 October outside Tory Party Conference in Manchester.
2. To contact every Students’ Union informing them of their nearest coach to the demonstration, and encouraging them to book their own.

3. To use NUS’ website and social media to promote the demonstration.

4. To emphasise on the #CutTheCosts local lobby day on September 18 that this is the ‘next step’ in the campaign to save maintenance grants.

Motion 6 | A student strike in Britain?

NEC believes

1. This autumn will see a new wave of protests and direct action over the cuts to maintenance grants, and attacks on our education system more generally.

2. We need a diversity of tactics in that fight - and new and creative ways to mobilise our members.

3. A national demonstration, such as the NCAFC demonstration on the 4th November, cannot be the beginning or end of any period of mobilisation; ideally, we would want more and bigger actions to follow it.

4. The NUS Rules contain provisions to call a national ballot on any given issue which has not already been settled by national conference. Under these provisions (laid out in Article 41 and Rule 1100):

   a. A national ballot can be called by a two thirds majority of the NEC, or on the request of 5% of NUS’s Constituent Members. (Rules 1101 and 1102)

   b. Within 3 days of the ballot being requested, the Chief Returning Officer (CRO) ascertains the purpose of the ballot, and within 7 days determines the question that will appear on the ballot paper. The CRO then draws up a timetable for the ballot, with voting beginning as soon as possible. (Rules 1103, 1105 & 1111)

   c. A vote is then held in all CMs at their ‘sovereign policy making body’ – defined as “the body with the highest authority [...] about the democratic determination of policy statements” in that union. (Article 41.2 & 143.54) Each CM casts its student numbers one way or the other, and cannot split its votes. (Rules 1114 & 1115)

5. At present, there is an organised attempt to call a national ballot for a national student strike late in the autumn term over the maintenance grant cuts and student support in HE and FE. In order for the NEC to discuss this eventuality, we need to discuss our position now.

NEC further believes

1. Across the world, student movements have won on the basis of calling formal student strikes - most notably in Quebec and Chile.

2. There are many questions over what a 'student strike' really involves, given that most of us cannot meaningfully or traditionally withdraw our labour from our schools, colleges and universities. It is
clear, however, that students have the ability to cause strike-like disruption and make a serious stand in the course of a "strike".

3. NUS has called very large and effective student strikes in the past, including over cuts to grants.

**NEC resolves**

1. To actively investigate the possibility of a student strike in Britain.
2. Because a national ballot has never been used before, and because calling one centrally from the NEC might be seen as an imposition by some CMs, we will not call a ballot centrally on this occasion. However, if a ballot is triggered along the lines of what has been set out above, we will support it, and will recommend a Yes vote for national action over maintenance grants and student support.
3. To instruct NUS officers to prepare the logistical and procedural operation for a national ballot so that the balloting process could be concluded by the end of November at the latest.
4. To mandate NUS officers to undertake further preparations for the ballot and any potential strike, including working out a range of accessible ways to take part in any action, and supporting and advising the broad demographic of students – including international students, students who teach, and apprentices.

1. If and when a ballot is initiated, to instruct NUS officers to widely publicise its occurrence beyond the student movement: to issue press releases advertising the fact that we are balloting for a national strike, and to seek the support of trade unions.
2. If and when a ballot is initiated, to instruct NUS officers write formally to the relevant UK Government ministers, advising them that we are balloting for a national strike, and demanding negotiations over the maintenance grant cut and student support more generally.

**Motion 7 | London Mayoral Election**

**NEC believes**

1. Every region has a right to funding and some form of representation.
2. That London has the largest concentration of HE and FE institutions in the country.
3. That the Greater London Assembly has the powers over transport, policing, housing and economic development.
4. That the London Mayoral Election takes place on 5th May 2016 can be a good opportunity for NUS London to campaign on the issues that matter to them
5. That NUS London is the only form of pan-London representation that exists for students in London
6. That this motion was written in conjunction with the current NUS London committee.
7. There are proportionately more Black and International students in London than in any other part of the UK
8. London is home to one of the world’s most violent and racist police forces
9. Rents are higher, the rate of revenge evictions is higher and a travel card (with a student discount) averages over £100 pounds a month in London.

10. Having made no effort to help stop the closure of the University Of London Union (ULU), NEC last year set up NUS London but gave no guidance on what support would be offered.

11. The current Conservative Mayor has had a negative impact on many aspects of student's lives.

12. There is scope for students in London having a big impact on the result of the Assembly elections in May 2016 and NUS should support their efforts.

NEC resolves
1. For NUS to commit resources in helping organise the NUS London Conference with the current NUS London committee which takes place in October at Goldsmiths.
2. For NUS to commit resources and funds to NUS London in assisting any campaign it wishes to run in the lead up to the London Mayoral election.
3. To support NUS London's priority campaign for the Assembly elections and to help finance it from the relevant Vice President's budget.
4. To help organise a student Mayoral hustings.

Motion 8 | #CutTheCrap

NEC believes
1. That the naming and branding of each NUS campaign should clearly convey its aim and purpose.
2. That the NUS must use its platform to help frame the political debate on issues that concern its members.
3. That it is crucial the NUS is clear on the political standpoint and content of each of its campaigns.
4. That the naming and branding of each major NUS campaign should be debated and voted on by the NEC or the relevant elected body such as the concerned Nation, Section or Liberation Committee.
5. When campaigning against the scrapping of grants the NUS must be clear on our position.
6. The broader #CutTheCosts campaign and slogan fails to communicate a clear political message and isn’t adequate when campaigning for grants to be kept at current levels.
7. Slogans are more than just marketing – they are politically important. They (should) frame the problems we are fighting and the solutions we want to point towards.
8. Therefore, slogans should be democratically developed where possible, and accountable.

NEC further believes
1. Weak, incoherent slogans, chosen more for their snappiness than their political content, contribute to the failure of events and campaigns - for instance, the “Educate Employ Empower” slogan used for NUS’s 2012 demo, which meant nothing, failed to convey what we were marching for, and therefore failed to resonate with either the students we wanted to attend the march, or any wider audience.
**NEC resolves**

1. To ensure that in future each NUS Campaign is named and branded in a manner that clearly conveys its aims, purpose and political standpoint
2. To ensure there is debate within the relevant elected body and a vote to sign off the chosen name and branding of each campaign before it is launched
3. When referring to grants to use the slogan #GrantsNotDebt instead of or alongside the #CutTheCosts slogan.
4. The slogans associated with NUS campaigns should, as far as possible, identify the problem we want to tackle and point towards our positive solutions, in line with our democratic policies.
5. Where possible within the timescales of campaigns and the events they are responding to, campaign strategies and slogans should be decided through relevant democratic processes in NUS (National Conference; NEC; liberation, section and nation committees)

**Emergency Motion 1 | #RefugeesWelcomeHere**

**NEC believes**

1. Since March 2011, an estimated 9 million Syrians have fled their homes to take refuge as internally displaced or in neighbouring countries (over 3 mill). These numbers are constantly increasing.
2. 150,000 Syrians have declared asylum within the EU, and members have pledged to resettle a further 33,000 places. 85% of these have been pledged by Germany.
3. The United Kingdom has received just over 7,000 applications for asylum from Syrian nationals, significantly fewer than European partners like Austria (18,647) and Sweden (64,685). According to Eurostat, there were around 29,100 Syrians seeking asylum for the first time in Europe in the first three months of 2015.
4. The refugee crisis has developed further as Syrians make up on average almost one out of every four refugees in the world.
5. On the 2nd of September 2015, the news of a 3-year old Syrian child found dead on a Turkish shore whilst trying to reach safety was the latest in a series of reports on the deaths of thousands of refugees fleeing oppression and war.
6. The UNHCR’s call for a further 130,000 resettlement spots in the EU has thus far seen little enthusiastic response. Of all countries in the EU accepting refugees, the UK has resettled the lowest number.
7. Neighbouring countries around Syria have absorbed the majority of the refugee influx, the EU is only seeing a fraction.
8. The Gateway Protection Programme is a scheme by the British government, co-funded by the EU and in partnership with the UNHCR, to resettle a quota of 750 refugees per year in the UK.
9. There are eighteen local authorities who currently participate, with eight in the North West and three in Yorkshire and the Humber.

10. There have been calls from the Refugee Council to offer humanitarian assistance to Syrian refugees aside from the Gateway quota, “to ensure that resettlement opportunities continue to be available to refugees from the rest of the world”.

11. Under pressure from international media attention, the British government has increased the number of refugees it will accept to 20,000 over the next five years.

**NEC further believes**

1. In the current context, quotas are arbitrary numbers that don’t reflect the scale of the refugee crisis.

2. Increasing the number of refugee re-settlements from Syria should not be at the expense of greater restrictions on the ability of people from other countries to claim asylum in the UK.

3. Accepting 4000 Syrian refugees a year is unacceptable, while Germany has announced it will be taking in 500,000 annually.

4. There has been a petition lobbying David Cameron to take action which has received over 200,000 signatures.

5. The UK has a moral obligation to help those fleeing conflict and violence by providing a place for refuge.

6. NUS, Students Unions and institutions are in prime position to offer practical support for refugees already in the country, and to add the voice of 7 million students to the call for the UK to take up its share of the responsibility.

7. A press statement has come from the Petitions Committee stating that because “the House of Commons has already had several opportunities to debate this issue, the Committee decided that the time was not right for another debate on the same issue.”

8. That a further debate should go forward in the House of Commons, to resolve how the UK plays its vital part.

**NEC resolves**

1. For the National President to write to the Prime minister to call on the UK to accept more refugees and for NUS to publish a statement in support of the UK accepting more refugees.

2. To strongly challenge existing Home Office policies regarding asylum seekers, including the decision to deport child refugees once they turn 18, and not allowing those awaiting asylum decisions to access tertiary education.

3. To adopt the work that the NUS International Students Campaign has begun with STAR to raise awareness on discriminatory Home Office policies.
4. To encourage Student Unions to host donation centres for refugees currently living in desperate conditions in Calais, as Kings, LSE, Bradford, Edinburgh University, Ayrshire college and other unions have done.

5. To create a template letter to be issued to CMs to enable them to lobby their MP and local councils on the issue, and encouraging them to take action including local demonstrations that are taking place on the 12th of September.

6. To encourage SU’s to build links with groups such as the Migrant and Refugee Communities Forum and Citizens UK (if they don’t already exist), as Middlesex have done, to amplify the call for increasing the number of resettlements and increasing the number of local Councils involved in such schemes.

7. To launch a national lobby of institutions (universities and colleges) to provide open classes and lectures (i.e. English language support) for refugees who wish to access educational facilities, as well as facilitating social learning in community environments to welcome refugees and help them access public services. In addition to this, to support the Citizens UK campaign to call on all British universities to offer ten studentships or bursaries to resettled refugees, and the International Students Campaign’s scholarship plans, so they can continue their education at undergraduate and postgraduate levels.

8. To encourage SU’s to partner with local charities and organisations working on housing and hosting projects, as listed on the No Accommodation network (http://naccom.org.uk/agencies).

9. To oppose and condemn the demonization of innocent refugees coming here for shelter, and ensure the debate around the crisis is not neglected once mainstream media coverage ceases.

Emergency Motion 2 | Support the Open Dover, Open Europe Demos

NEC believes
1. The deaths of migrants crossing the Mediterranean: 2,700 so far this year, according to UNHCR
2. The appalling conditions of the lives of migrants in the camps around Calais, and the danger of death and injury they face in their journeys across Europe and the Channel
3. There will be simultaneous Open Border demonstrations in Dover and Calais on 17th October in solidarity with migrants under the title Open Dover, Open Europe.
4. That these demonstrations have been called by the National Campaign Against Fees and Cuts (NCAFC) and NCAFC are organising the Dover demonstration and French groups are organising the Calais demonstration.

NEC further believes
1. That Europe is a rich continent and has the resources to ensure a good life for everyone – migrant and local, black and white.
2. That the death, misery and waste of human potential could be ended if Europe opened its borders and let people enter safely and live here in dignity.
3. That the inhabitants of the Calais camps should be allowed into Britain.
4. That anti-migrant agitation is a form of racism.
5. That no human is illegal.
6. That the treatment of and mainstream political and media discourse around Asylum speakers and migrants is unacceptable.
7. That we must reframe the debate and actively show solidarity with migrants.

**NEC resolves**
1. To endorse the “Open Dover; Open Europe” demonstrations.
2. To promote the demo among its members and on social media and encourage CMs to do the same.
3. To contribute £1000 to Calais Migrant Solidarity to pay for aid and contribute £600 to NCAFC to assist with the organisation of the demonstration

### Meeting 3: 2 December 2015

**Emergency Motion 1 | Don’t Bomb Syria**

**NEC believes**
1. David Cameron will stage a Commons vote on Wednesday on whether to extend UK airstrikes against 'Islamic State'/ISIS targets in Syria.
2. RAF crews could be bombing Syria by the end of the week

**NEC further believes**
1. British military interventions in Afghanistan, Iraq and Libya have left those countries in situations much worse than before the interventions.
2. The ongoing bombing of areas controlled by 'ISIS' by a range of countries, has led to many civilian deaths.
3. The political and social instability fomented by these military campaigns has led to the rise of groups like ISIS, and will further perpetuate a climate in which they, and mass political violence, can thrive.
4. There is no transparency regarding any long-term political or military strategy by this government concerning Syria as Britain is opposed to most players engaged in the complicated conflict.
5. Western military interventions have continually betrayed ulterior motives by these governments, as can also be expected of this move by the government to bomb Syria.
6. Bombing Syria is another clear case of the government prioritising warfare over welfare.
7. During the 2013 Commons vote NEC voted to adopt a stance of having 'no position' on British military intervention against Syria.
8. Such a position is untenable given the impact such a move would have on the political and social situation in the UK and on our membership, particularly international students and refugees.
NEC resolves
1. To release a statement with immediate effect including the above, opposing the UK joining in with the bombing of Syria.

Emergency Motion 2 | Support Adil Waraich

NEC believes
1. De Montfort University made David Cameron a Companion of the university in August 2015 in recognition of his work on equal marriage.
2. A Companionship is DMU’s highest honour.

NEC further believes
1. Adil Waraich is the elected president of De Montfort Students’ Union.
2. Adil started a campaign alongside other students at DMU in response to the award.
3. This campaign questioned Cameron’s record on equality.
4. The campaign included producing a video, in which Adil appeared.
5. The video criticised the decision to award David Cameron a Companionship.
6. Students from DMU, including those from the LGBT society and their LGBT rep also appeared in the video, alongside various NUS Full Time Officers.
7. These students were all exercising their democratic right to peaceful protest.
8. The University wrote to an external trustee at De Montfort Students’ Union to express their concern with Adil’s involvement in the video.
9. Adil has been suspended from his position for over two months, following a decision by an external trustee of his students’ union, which cites the video as a reason for his suspension.
10. This is an affront to the autonomy of student officers, an attack on student unions, and at odds with our right to engage in peaceful protest.
11. NUS has policy (NC_SC_14510 - Defend Our Right to Resist) to provide students “with legal advice and [to create] a legal fund to support students facing charges or legal costs as a result of repression.”

NEC resolves
1. To mandate the NUS UK FTOs to collectively write to DMU expressing our collective concerns on this issue.
2. To support the work of students at DMU in campaigning for Adil’s reinstatement.
3. To investigate the legal basis under which managements at HE and FE institutions can pressure unions into restricting the political work of officers.
4. To financially assist Adil in meeting the cost of submitting a claim at the employment tribunal, as mandated by National Conference policy to support victimised students with legal support.
5. To support Adil publicly in his efforts to be reinstated, including the use of NUS resources, press office and social media.

6. To mandate NUS to conduct research on the role of external trustees in restricting the work of democratically elected student union officers.

**Motion 7 | Red Card to the Green Paper**

**NEC believes**

1. The BIS consultation document *fulfilling our potential: Teaching Excellence, Social Mobility and Student Choice*, also known as the HE Green Paper constitutes the biggest changes to English HE since 1992, with proposals seeking to further entrench the marketisation of the sector. From who is accessing HE institutions, to what is happening in the classrooms, to the funding our courses - this document touches on all fundamental aspects of HE.

2. Students and our movement are committed to supporting and developing excellent teaching with our fellow staff, working together to create the best quality education and learning environments for students at all institutions. The marketisation agenda and its logic of increased competition as a driver for enhancement, which is embedded through a teaching excellence framework fundamentally undermines its own purpose. Instead it will achieve ‘excellence’ only for those students able to pay a higher price and course closures and underfunded universities for the rest of us.

3. The proposals around the TEF not only allow fee increases but will also create differentiated fees that bear no relation to the quality of provision and education. Regardless of the look of the TEF in practice, the pressures of market competition and cuts to the teaching grant will make institutions focus on short-term decisions which often involve finding ways of cutting corners and gaming the system, taking the steps needed to raise fees, not the steps needed to increase quality.

4. Many aspects of the Green Paper will be likely to require approval from parliament - such as raising tuition fees – and be firmed up with a subsequent White Paper.

5. Many other proposals will not require a vote with decisions and actions made by the Secretary of State for Universities and Sciences on the basis of the consultation.

6. Therefore a wide range of tactics need to be employed in our response to the proposals so that no opportunity to challenge the proposals is missed and we cover the multiple issues present in the Green Paper.

7. While this is a Westminster government consultation on English HE, it is likely that many aspects of the reforms will affect students in the other three nations go the UK. The delivery of education will change for everyone as a result of the Green paper proposals and there will be a knock on impact on the shape of education in Northern Ireland, Scotland and Wales. We know this is the case for Research Councils and research funding policy.

8. Page 15 of the Green Paper highlights a lack of evidence in the Government’s equality impact assessment: ‘We do not have specific evidence relating to gender reassignment, pregnancy and
maternity, sexual orientation and religion or belief. We would welcome additional evidence from respondents to develop the evidence base further.’

9. The HE green paper has posed questions around the transparency and accountability of Students’ Unions, using language that echoes the recent trade union bill- demonstrating a wider political challenge to the principals of collective action.

10. Students’ Unions are the members of NUS

11. The last Conservative government attempted to change the membership of Students’ Unions to ‘opt in’ membership.

12. The 23rd November was ‘#LoveSUs’ day, that saw SUs, student movement alumni, community groups and organisations from across the HE and FE sector come together to promote the value of SUs.

NEC further believes

1. Education should be free. Our belief in free education is not just about removing tuition fees, but also fighting for students’ ability to thrive in academic environments and support themselves, and for a liberated education system that works for all, not just for the privileged few.

2. NUS is here to ensure all students have access to quality teaching. However, competition doesn’t drive quality, as the fees regime failed to raise standards as was promised. The current proposed reforms are a clear way of creating a false market: they’re trying to fix the mistakes they’ve created in the first instance and justify cuts to public funding by pushing the burden of the cost onto the individual, and forcing our institutions to needlessly compete instead of collaborate.

3. Higher fees disproportionately affect certain groups of students, particularly students defining into liberation groups. Soaring levels of debt disproportionately affect those from underprivileged backgrounds and loan repayments have unequal impacts. A Sutton Trust report from Sept 2015 warns that students from the poorest backgrounds could see their debts soar to more than £50,000. The study puts the male–female annual earnings gap 10 years after graduation at around 23%, which means women will suffer more than men because they will spend longer paying their loans back. HEFCE report on graduate outcomes highlights that BME graduates will be disproportionately affected by student loan repayments given their lower career progression and earnings. The NUS ‘Debt in the first degree’ report shows 45% of graduates on the £9k fee regime are worried that their standard of living will be affected by loan repayments. 33% BME graduates view student loan on a par with commercial loans and mature students are deterred from HE by the cost and prospective debt they could incur.

4. The Green Paper can’t be read in isolation from Disabled Students Allowance cuts, maintenance grants turned into loans, or retrospective loan repayment changes to terms & conditions meaning graduates will have to pay more back each month. 9

5. Improving access to HE requires focus on lifelong learning and part-time study as participation rates for mature and part-time students have declined substantially since the increase in tuition fees; the
paper is lacking any mentions to address access for these groups, which exposes the paper and the TEF for what they are.

6. Students’ Unions are organisations founded on the principles of democracy and collectivism.
7. That Students’ Unions existence and autonomy should be protected.
8. That Students’ Unions can be proud of the great strides they have taken to innovate around democratic participation, to be well governed organisations and to show their value and impact to their members and to wider society.
9. That Students’ Unions provide a massive positive impact on individuals, the education sector and wider society, as exemplified by #LOVESUs day.

**NEC resolves**

1. To adopt the following strategy:
2. To support SUs to respond to the Green Paper in full and in lobbying their VCs to include our concerns in university responses, especially on the students’ union question, with a view to standing up together for the future of HE and SUs.
3. To roll out the ‘Quality Doesn’t Grow on Fees’ campaign, working with and supporting SUs in mobilising their members in resisting the harmful changes proposed in the Green Paper - through accessible information on proposals, campaigning materials, campaign guides, advice and support on linking with academics and local trade union branches.
4. To let Jo Johnson know exactly how we feel during *and* after the consultation closes by organising creative direct action as part of the national Quality Doesn’t Grow On Fees campaign and equipping SUs to mobilise on the ground and involve student groups and reps with the proposals, to hold creative stunts and direct action, as well as run campaigns and actions focusing on Widening Participation & liberation groups.
5. To work with SUs, student reps, activists and academics on how to support and develop excellent learning in our institutions, showing our commitment to enhancement and partnership and our alternative to the market.
6. To mobilise students and co-ordinate high level mass national action against a rise in tuition fees, holding decision-makers to account.
7. Not to wait until a parliamentary vote to organise mass national action, or make such action too contingent on a rise in fees. We will begin the work of opposing the Green Paper and the cuts and measures associated with it as a whole, and as quickly as possible in Term 2.
8. To continue the #LoveSUs campaign to provide a robust response to the questions posed on Students’ Unions and to continue to fight for Students’ unions autonomy.
9. To build a coalition of supporters across the political spectrum, sections of media and wider society
10. To use the platforms, we have to articulate the work that Students’ Unions do and why we should defend them
11. To create an impact report which details the support that Students’ Unions deliver to students and the impact they have

**Motion 9 | Counter-extremism**

**NEC believes**

1. The Prevent Duty of the Counter Terrorism and Security Act 2015 has taken effect since September 2015.
2. Since then, many of our greatest fears and suspicions with the Duty have been confirmed, and we have received a steady stream of cases of students being referred to Channel/PREVENT.
3. Over half of referrals to Channel are now for school-age children, and there were more referrals within the first 5 months of 2015 than for the whole of 2014, or any year since its introduction.
4. This indicates educators and practitioners becoming more ‘trigger-happy’ with referrals under the new laws and the prevailing climate of fear and confusion surrounding the laws, all with deeply damaging effects on children.
5. The Students not Suspects tour brought together students alongside academics in opposition to PREVENT and showed an appetite for action against it although not always clear direction as to how to do so.
6. The new Counter-Extremism Bill proposed by the government and their new Counter-Extremism Strategy show the government seeking to push further with their agenda, with possible new powers for Ofcom to regulate ‘extremist’ broadcast material, extremism disruption orders, a new ‘de-radicalisation’ programme.
7. As always, Muslims and Black people will be the primary victim of these measures.

**NEC further believes**

1. Incidents like the recent events in Paris are always used by the government to support and force through ‘anti extremism’ legislation at the expense of civil liberties.
2. It is critical at this time for NUS to stand firm by its opposition to PREVENT, and Counter-extremism measures introduced by the Counter Terrorism and Security Act – NUS are seen as leading figures in the campaign against PREVENT and cannot afford to capitulate to the government under pressure.
3. The campaign against PREVENT has taken root more within affected communities and a wider range of organisations than before - for example in the case of the ‘Together Against Prevent’ initiative (http://togetheragainstprevent.org/)
4. Islamophobia is further perpetuated and heightened in this climate as well, and ‘reprisal’ attacks against Muslims have already sharply increased since Paris, and have been at high rates recently besides.
5. November has been marked as Islamophobia Awareness Month since 2012, initiated by a range of organisations.
NEC resolves

1. To work alongside the Black Students’ Officer in calling for and organising a range of actions against the Prevent duty, from direct actions by membership in the new year to possible legal action.
2. For these to be communicated to membership regularly through NUS channels including the Connect website and membership emails
3. To work alongside Bindmans LLP in developing legal advice for SUs on the Prevent duty and formulating possible legal action against it and the government.
4. To develop guidance alongside the Black Students’ Officer on SUs dealing with the Charity Commission and accusations of ‘extremism’
5. To sign up NUS as a signatory/supporter to the ‘Together Against Prevent’ statement and initiative, and expand our range of partners in campaigning in opposition to PREVENT
6. To be prepared to respond to the Counter-extremism Bill with strong opposition to any measures that curtail civil liberties and perpetuate the flawed model of ‘extremism’ used by PREVENT
7. To support Islamophobia Awareness Month as an annual initiative

Motion 13 | #SaveOurColleges - Interim response to Area Review of post-16 education and training

NEC believes

2. The Government’s stated aim of “larger, more efficient, more resilient providers” of further education, and the push towards merging colleges.
3. The outrageous and disproportionate cuts to further education colleges and sixth form colleges since 2010, as well as the cuts to Education Maintenance Allowance.
4. Warnings that up to 4 in 10 colleges could close if plans for further cuts go ahead.
5. That the reviews are already taking place in 7 regions of England.
6. Recent regionalisation of colleges in Scotland and Wales.
7. That Sixth Form Colleges are at particular risk of closure or merger during area reviews.
8. The Sixth Form Colleges Association’s (SFCA) warning that a third of sixth-forms may become financially unviable.
9. A National Union of Teachers (NUT) survey in early 2015 showed that since 2010-11, 78% of colleges had cut the number of A-level courses available and 77% had increased A-level group sizes.
10. Further NUT research has shown that, this September 81% of sixth-form colleges have reduced the curriculum even more and 68% have increased class sizes further.
11. That the Further Education Zone Committee will present a full policy position on Area Reviews to National Conference, but that reviews are progressing so quickly that an interim policy is required.
NEC further believes
1. Continued cuts to further education are a national scandal.
2. Our Sixth Form Colleges are faced with a crisis, and Area Reviews are another means to cut funding, force redundancies and limit options for 16-19 year olds.
3. College mergers and narrowed curriculums are only becoming necessary because of cuts to public funding.
4. The Government’s approach to area reviews is rushed, reckless, and is not in the interests of learners.
5. The area reviews do not account for learner voice or students’ needs, and are too focused towards satisfying the needs to employers. We cannot allow for-profit providers to take over our education sector.
6. There is no evidence that larger and more specialised providers are more cost-efficient than local general FE providers. Evidence from Scotland and Wales has shown that merging colleges has not saved money, and has only led to further cuts to budgets, teaching and student places.
7. Apprenticeships are often fantastic, but that they are not growing quickly enough to offer all students an alternative to college.
8. That regionalised colleges with fewer campuses will increase travel-to-learn distances and costs for many learners, and restrict access to learning for many.
9. That further education and sixth-form colleges provide education for a massive range and diversity of learners, and are intrinsic parts of local communities. Small communities need local colleges to maintain their local identity.
10. It is unacceptable and unsustainable for the Government to expect colleges to pay for student learning costs by selling off their estates and assets.

NEC resolves
1. To continue to condemn and call for a halt to the onslaught of cuts to further education and sixth forms.
2. To support the NUT’s call on the Secretary of State for Education to reverse the Governments decision on Area Based Reviews of Sixth Form College 16-19 Education.
3. To endorse the #SaveOurColleges campaign, and any upcoming actions to campaign against more cuts and mergers.
4. To circulate details about the campaign to the wider NUS membership, including the petition and upcoming lobby days.
5. To closely monitor the outcomes of the first wave of area reviews, prior to National Conference, in order to learn lessons for future reviews.
6. To make FE students aware of what is happening and the risks to their local colleges, and to enable students to advocate independently for their colleges.
7. For the Further Education Zone Committee to further develop and plan policy and campaigning in greater depth, to be presented to National Conference.
8. For the Further Education Zone Committee to further develop policy for Free Education in FE, to be presented to National Conference.
9. To develop and present a new national framework for students’ unions and learner voice in FE, post-area reviews, modelled on the Framework for College Student Associations in Scotland.

Motion 1 | F**K Funding Factions

NEC believes
1. That at two NECs this year, NEC voted to give £4000 and £600 to the National Campaign Against Fees and Cuts (NCAFC) to support campaign activity.
2. The Students’ Unions who contribute financially to NUS deserve to know where every penny they give to the National Union goes and that none of it is used to finance internal political campaigns or political candidates in elections.

Motion 2 | Automatic Voter Registration

NEC believes
1. That the government changed the way students registered to vote, moving from mass, automatic voter registration to individual registration in 2013.
2. Young people and students are disproportionately hit by this change, with institutions no longer able to register entire halls of residence.
3. 30% of people aged 18-24 are not registered to vote, compared with 16% of the population as a whole.
4. At the University of Sheffield, student enrolment and voter registration were integrated, resulting in 64% of students being registered – a far higher figure than in other institutions that did not have an integrated registration system.
5. That the upcoming Boundary Review risks students being disenfranchised.
6. The upcoming referendum on the UK’s membership is likely to happen this academic year, with a huge risk that students will again be disenfranchised if swift action is not taken.
7. That universities have a duty to do as much as they can to register students to vote, and that a proven way of delivering this is through integrated registration during enrolment.

NEC resolves
1. To write to every CM with guidance regarding automatic voter registration and encouraging CMs to lobby their institutions to implement it.
2. To lobby Universities UK and other sector bodies to encourage their members to implement automatic voter registration.
NEC further believes

1. A lack of understanding and education as to the structure and importance of devolution means the engagement of students in the devolved assembly/parliamentary elections is often low, despite those governments having the greatest impact on their day to day life.

2. Historically, those who disengage from the democratic process find themselves unrepresented in government priorities, and disproportionately hit by funding cuts.

3. After the general election, it will be vital that momentum is maintained in interest and attention on the assembly/parliament elections in the nations, in order to capitalise on the current levels of political engagement from students.

4. As the electoral spotlight is turned off by other national organisations following the end of the general election, NUS UK must ensure it supports NUS Wales, NUS USI and NUS Scotland in promoting and campaigning around the assembly elections.

5. Engagement in these elections - both in manifesto lobbying and high student participation - can not only benefit students in the devolved nations, but can be a force for change across the UK.

6. The student movement has an important role to play in encouraging and supporting direct action, but annual demos in London aren’t always the best use of NUS’ time and money for influencing devolved powers and can leave students in the Nations feeling marginalised from NUS and the student movement.

7. That over the next year NUS UK has an opportunity to support the nations to increase the turnout of young people and students in their elections, and ensure students are at the forefront of political decisions being made.

NEC resolves

1. For NUS to actively and adequately support and resource the respective Assembly/Parliament election campaigns being led by NUS Scotland, NUS Wales & NUS-USI in the year ahead.

2. For the President and Vice Presidents to ensure their work plans are inclusive of devolved Nations elections and to offer support to Nations officers over the course of the year.

3. For the Vice President (Society and Citizenship) to work with the Nations officers to deliver a piece of work which encourages voter registration for students in the Nations and highlights devolved issues in each of the Nations which affect students.

4. For the Vice President (Union Development) to work with the Nations officers to deliver a piece of work which supports students’ unions to develop campaigns to lobby local candidates on issues affecting students.
Meeting 4: 25 February 2016

Motion 1 | #NotMyCoOp

NEC believes
1. In October 2015, the Co-operative Bank closed more than 20 bank accounts held by pro-Palestine organisations.
2. This included the accounts of student Palestine Societies, as well as the national Palestine Solidarity Campaign (PSC).
3. PSC has launched a legal challenge to the Co-op, on the grounds that the decision contravenes the Equality Act 2010.
4. NUS has a significant corporate relationship with Co-op: the bank is NUS’s primary account provider.
5. NUS has a proud history of supporting international justice and freedom for the Palestinian people.
6. The ability of the Palestine solidarity movement in the UK to function is severely limited if it is unable to hold a bank account – without accounts, organisations cannot fundraise or pay their workers.
7. The Co-operative boasts a strong ethical record; among other ethical stances, its shops do not stock Israeli settlement goods. The decision to close pro-Palestine bank accounts is not in keeping with the values it professes.
8. The Co-op has been favoured by NUS and other progressive organisations in part because it has been prepared to take risks (including financial risks) in support of human rights.
9. It is imperative that NUS uses its influence with corporate partners to hold them accountable.
10. The Co-op’s decision is discriminatory. Palestine Societies at universities have had their accounts closed when their only purpose is awareness-raising among students. Merely having the word “Palestine” in their name was, it seems, enough to get their accounts closed.

NEC resolves
1. To write to Co-op Bank with immediate effect, demanding urgent remedial action, including:
   i. Reinstating, with immediate effect, the accounts of all those Palestine solidarity organisations that have recently had their accounts closed, and issuing an apology for the obstruction and defamation caused by closure.
   ii. Stating that the bank will work in good faith with any affected organisation that wishes to keep its account with the Co-operative to overcome any legal or regulatory obstacles that may exist.
   iii. Providing assurance that it will seek appropriate independent oversight by the Values and Ethics Committee and publish the findings.
2. To research alternative options for NUS to bank with, and to make it clear to Co-op our intention of switching all NUS UK and NUS Services accounts within one month if the above steps have not been taken.
Emergency Motion 2 | More Excuses for Anti-Semitism

NEC believes
1. Allegations of antisemitism within Oxford University Labour Club (OULC) have recently brought attention to the longstanding issue of antisemitism on campus.
2. The Oxford Jewish Society, the group that represents Jewish students at the University of Oxford, has produced a list of alleged incidents within OULC which if true would constitute antisemitism.
3. Many Jewish students do not feel that allegations of antisemitism are taken seriously in the student movement.
4. That all forms of oppression - including, but not limited to antisemitism, Islamophobia or racism - are wrong.

NEC further believes
1. This is not the only incident of antisemitism on campus, and forms part of a trend in antisemitism on our campuses.
2. Antisemitism is abhorrent in all of its forms.
3. All allegations of antisemitism must be taken seriously by NUS and its elected officers.
4. By excusing antisemitism ‘in context’, it is not being taken seriously.
5. Criticising Israel is not antisemitic but it should be called out by NUS and its elected officers when people use antisemitic rhetoric in doing so.
6. As with any other oppressed group, it is ONLY Jewish students who are able to define the antisemitism they face.
7. Jewish students are one of the only oppressed group on campus who do not have an NUS liberation campaign that they can clearly define into to support them and help tackle their oppression.
8. Anti-Semitism is not confined to one side of the political spectrum and is prevalent across left to right, and everywhere in between.

NEC resolves
1. To support the relevant organisations at Oxford University to properly investigate allegations of antisemitism.
2. To ensure that antisemitism is included in NUS' review into institutional racism.
3. To provide training to NUS staff and officers to properly understand antisemitism and the problems facing Jewish students on campus.
4. To recommend training to student union sabbatical officers about antisemitism and understanding Jewish students.
5. That a statement be released by the NUS FTO team reaffirming their commitment to fighting antisemitism and those who seek to excuse it.
Motion 13 | Abortion Devolution

NEC believes
1. An announcement from the Secretary of State for Scotland, David Mundell, on 14th October 2015, clearly stated the Scottish Affairs Committee at Westminster will amend the Scotland Bill to devolve abortion law to the Scottish Parliament.
2. The amendment was initially brought forward by three English anti-choice MPs from the All-Party Parliamentary Pro-Life group, who seek to restrict women’s access to reproductive justice.
3. To date, no women’s organisation has been consulted on this.

NEC further believes
1. There is a threat to women’s reproductive rights already posed by the motion to Parliament lodged by John Mason, MSP (SNP), stating the importance of “achieving a proper balance” between the “fundamental rights of babies to be protected both before and after birth as well as the importance of women’s sexual and reproductive rights”.
2. Abortion legislation is rarely revisited as it is so contentious, therefore Scotland needs to get it right first time.
3. Devolution of abortion to Scotland poses questions around the stability of abortion legislation in England and Wales.
4. This announcement was unexpected and happened after NUS Scotland Women’s Campaign resources were allocated.
5. Abortion is a pivotal issue for the women’s movement and cannot be ignored.

NEC resolves
1. To support NUS Scotland Women’s Campaign in their call for consultation with women and women’s organisation across Scotland to ensure progressive, safe and accessible abortion legislation in Scotland.
2. To give NUS Scotland Women’s Campaign support in order to effectively mobilise women students across Scotland.

Motion 3 | ARAF Convenors

NEC believes
1. That it is crucial for our union to have a strong and well-functioning Anti-Racism and Anti Fascism campaign.
2. That in a time of rising islamophobia, racism, and attacks on migrants, it is more urgent than ever to develop this area of work alongside other civil society campaigns.
3. That the NUS has important contributions to make in mobilising against fascism, campaigning against state islamophobia, offering solidarity to migrants, and countering hate crime both on our campuses and in society at large.
4. That the ARAF work of the NUS needs to be developed in close collaboration with the Black Students Campaign, given its representative role for all students of Asian, African, and Latin American descent and its already active role in these struggles both in the student movement and beyond.

**NEC further believes**

1. That there is so far no agreed process to choose ARAF co-conveners.
2. That this lack of clear procedures hampered this important area of work for several months, and was resolved through an executive decision of the national President.
3. That this situation should not be repeated.

**NEC resolves**

1. That one of the co-conveners positions of ARAF should be reserved for the BSO in their capacity as representative of students of African, Asian, and Latin American descent, who find themselves bearing the brunt of racist and fascist attack in this country.
2. That the second co-convener should be elected from, and by, the NEC.
3. That this elected co-convener should self-identify in a group targeted by racism and/or fascism, including but not limited to: Jews, Muslims, people of African and African-Caribbean descent, LGBTQ people and other historically marginalised groups and ethnic minorities.

**Motion 10 | Make PrEP available on the NHS for free NOW!**

**NEC believes**

1. There are now around 110,000 people living with HIV in the UK. Both men who sleep with men and black African communities are disproportionately affected by HIV.
2. Two European studies of pre-exposure prophylaxis (PrEP), PROUD1 and IPERGAY2, reported their results in February 2015. Both studies showed that PrEP was a highly effective method of HIV prevention, reducing new infections by 86%.

**NEC further believes**

1. Rates of new HIV infections are far too high. The NHS urgently needs to make PrEP available NOW!
2. An NHS England process to evaluate PrEP is underway, but any decision to provide PrEP will not be implemented until late 2016 at the earliest. This is too long to wait.
3. We need to improve HIV prevention around the world and PrEP can help tackle unacceptable health inequalities.
4. Condom use has prevented tens of thousands of HIV infections. But levels of condom use are not high enough to bring HIV under control. Many people do not use condoms each time they have sex and every year there are thousands of new infections. PrEP could prevent new infections among some of those at greatest risk of acquiring HIV.
5. Condom use will remain a core strategy in HIV prevention. PrEP gives people who already find it difficult to consistently use condoms an additional way to protect their health.

6. PrEP can also be effective for heterosexual men and women. For example, a study in east Africa found that PrEP reduced infections within couples in which one partner is HIV positive by 75%.

7. PrEP allows someone to protect their own health, even if their partner refuses to use a condom.

8. Because it is taken before sex, it does not rely on decision-making at the time of sex.

9. As well as preventing HIV infection, PrEP has additional benefits including reducing stress and anxiety about HIV transmission. It can enhance pleasure and intimacy, and limit sexual dysfunction.

10. Many people, including those who are able to use other HIV prevention options, won’t need PrEP.

11. Cost-effectiveness studies show that PrEP will be affordable if it is provided to people with a significant risk of acquiring HIV. People living with HIV need to take lifelong treatment. PrEP consists of fewer drugs and people only need to take it during periods when they are at risk of HIV.

**NEC resolves**

1. To actively campaign for earlier access to PrEP. The NHS must speed up its evaluation process and make PrEP available as soon as possible. Interim arrangements should be agreed now to provide PrEP to those at the highest risk of acquiring HIV.

2. To actively campaign for PrEP to be available to all people who are at high risk of acquiring HIV, whatever their gender or sexuality.

3. To actively campaign for the NHS to make PrEP available for free of charge on the NHS.

4. To actively campaign for PrEP to be made available to trans people.

**Motion 4 | #BursaryorBust**

**NEC believes**

1. The comprehensive spending review announced turning nursing, midwifery and allied health professional students’ bursaries into loans in England. These changes may also affect paramedic courses.

2. When 50% of their course is dedicated to unpaid clinical practice, and the academic year is longer, these students already have fewer opportunities to work part time to find extra funding.

3. Nursing and midwifery students are more likely to be mature, working class and women. Many have already student for a first degree and so will be accruing even more debt.

4. The Royal College of Midwives has warned of debts of up to £65,000 could be accrued and that many are likely to be deterred from the profession.

5. Students in Scotland, Northern Ireland and Wales currently receive bursaries, but this change may prompt debates in devolved bodies.
**NEC further believes**

1. NHS students are students as well as workers, and should be paid fairly for the work they carried out; not put in debt.
2. That the inability to meet the cost of living while on placement will have a huge impact on students’ welfare and ability to continue into the profession.

**NEC resolves**

1. To condemn this move which shows disdain to the contribution of NHS workers and access to the profession, and to write to relevant ministers outlining our opposition.
2. To share the Royal College of Nursing’s call for evidence, and the Royal College of Midwives’ links to lobby MPs with relevant member unions.
3. To mobilise further opposition in consultation with students’ societies and other unions, and to support further demonstrations and days of called.
4. To mandate the Vice President Welfare to produce a briefing on the issue, and to write to all Students’ Unions with NHS-funded students offering support for writing a consultation response.
5. To design a campaign pack of materials including template placards, flyers, stickers and balloons with the #BursaryOrBust slogan to be used on local or national mobilisations.
6. To send a representative to the Bursary Consultation Debate on March 15th.

**Motion 9 | Sarah Reed and police accountability**

**NEC believes**

1. Sarah Reed, a Black woman, was found dead in HMP Holloway earlier this month.
2. Sarah’s experiences in the prison and mental healthcare system have identified a litany of failings within both, which culminated in a vulnerable woman dying in prison in as-of-yet unclear circumstances.
3. Sarah’s case is one in an unending series of Black deaths in state custody, with the prison, justice, mental health and immigration systems working in concert.
4. That the violence of the prison system betrays the violence of the state on the whole, and is entirely unfit to continue existing as such.
5. That accountability is desperately lacking.

**NEC further believes**

1. That the experiences of people in the UK subject to violence by the police and state are often overlooked in favour of cases in the US.
2. That proportionally, the number of people killed in police/state custody in the UK are similar to if not worse than for in the US.

3. The Black Students’ Campaign, alongside Defend the Right to Protest and United Families and Friends Coalition (UFFC) took part in a ‘Caravan for Justice’ tour in October across California, speaking on the experiences of Black communities affected by state brutality in the US and the UK.

**NEC resolves**

1. NUS to affiliate with the United Families and Friends Campaign
2. NUS to affiliate with Defend the Right to Protest
3. To encourage SUs to twin with UFFC and support localised families and campaigns

**Motion 6 | Supporting Black Student Officers**

**NEC believes**

1. Representation of Black students in sabbatical and part-time officer positions across SUs has increased significantly in the past few years.
2. Despite this, the culture of SUs is not one that is favourable to the presence of Black people.
3. Black sabbs are often left alienated and undermined in their roles, subject to varying levels of hostility and have ‘their causes’ dismissed and sidelined as being niche, or ‘not inclusive’ of students.
4. This is underpinned by the discourse of the ‘average student’ – a nebulous category from which Black students are forever excluded.
5. Black students’ officers positions, as with other liberation roles, are for the vast majority of cases under-resourced and under-supported in those roles
6. The Race Matters report has identified commonalities between the experiences of Black staff in SUs and Black sabbs, with staff speaking on experiences of isolation and exclusion that have long been documented anecdotally by Black officers.
7. The UCU’s recent survey of its Black members found experiences of Black academics to be similarly coloured by discrimination and isolation.

**NEC further believes**

1. There is a systematic issue of racism and marginalisation of Black people at every level of the education system.
2. This is something which cannot be remedied by increasing Black representation alone.
3. The Black Students’ Campaign is continuously inundated with appeals from Black students and student sabbs who find themselves subject to the racism of this system.
4. It is incumbent on NUS on the whole to support BSC in combatting this, and in supporting student officers from liberation backgrounds more generally in environments and structures that were never built for them.
NEC resolves
1. To work with the Black Students’ Officer to develop a comprehensive plan effective for rollout to member unions on supporting Black students in officer roles, including interrogating the culture of SUs.
2. To work with the Black Students’ Campaign to conduct surveys and research across member unions on the experiences of Black SU officers.
3. To continue building upon the recommendations of the Race Matters report and draw together Black student officers and Black SU staff in developing actionable strategy based on that.

Motion 7 | Y-Stop and police brutality

NEC believes
1. That the question of Police violence has been an ongoing concern in the history of the student movement.
2. That since 1990, 1501 people have died in police custody, which is – on average – more than 1 person a week.
3. That the Equality and Human Rights Commission found that black people are up to 28 times more likely to be stopped and searched than white people.
4. A YouGov poll carried out for Stonewall found that ‘one in five lesbian and gay people have experienced a homophobic hate crime or incident in the last three years’.
5. Furthermore, it found that a third of victims did not report it because they ‘didn’t think (the Police) would take it seriously.’
6. A UCU briefing found that 36% of Transgender people had no confidence in going to the police to report hate crime.
7. That in 2012 7% of rape cases reported to the police led to a conviction.
8. That in 2014 28% of rape cases reported to the police were sent to the crown prosecution service, the lowest number since the records began.
9. Women’s aid notes that despite the fact that 16% of recorded violent crime concerns domestic abuse, ‘in 30% of domestic violence incidents reported to the police, no action is taken’, ‘7% of all reported incidents’ result in charges, and ‘4% of reported incidents result in a conviction.

NEC further believes
1. There is a systematic issue of racism and marginalisation of Black people at every level of the education system.
2. This is something which cannot be remedied by increasing Black representation alone.
3. The Black Students’ Campaign is continuously inundated with appeals from Black students and student officers who find themselves subject to the racism of this system.
4. It is incumbent on NUS on the whole to support BSC in combatting this, and in supporting student officers from liberation backgrounds more generally in environments and structures that were never built for them.

**NEC resolves**

1. To work with Y-Stop in rolling out and publicising their new stop and search app to membership, particularly communicating this to FE unions
2. Integrate stop and search workshops into NUS training events
3. To release a briefing on police violence, police harassment and deaths in police custody.

**Motion 11 | Estrangement should be high on the agenda**

**NEC believes**

1. The New Starts report indicates that there were 9,338 students in England, Wales and Northern Ireland officially recognised by Student Loan Company as ‘estranged’ in 2013-14.
2. In 2008 NUS conducted research into the experiences of estranged students and Student Finance which led to drastic changes being made to the evidence required to be granted estranged status by Student Finance.
3. Estranged Students are currently entitled to the maximum financial support from Student Finance and may be entitled to additional bursaries if they are available at their university or college.
4. Letting agents and Landlords often require a financial guarantor in the form of a parent or guardian in order for students to rent a property. Without this financial backing estranged students often have to pay all their rent up front or find accommodation that does require a financial guarantor.
5. Estranged students are more likely to experience poor mental health and experience higher dropout rates then their non-estranged peers.
6. Studies have shown that LGBT+ and BME students more likely to experience estrangement.

**NEC further believes**

1. Current access agreements for universities and colleges do not focus on estrangement and thus do not collect information on estranged students.
2. There is a severe lack of specific support services for estranged students studying at university and college and thus estranged students may not know about the availability of hardship funds and additional support when applying to study at these institutions.
3. Estranged students often face struggle to find and/or afford accommodation that allows them to remain outside of term time which means they often end up ‘couch-surfing’ and potentially homeless for the summer months.
4. Estranged students in Further Education have little to no financial support often have to work, sometimes full time, in order to support themselves financially in order to continue their studies and complete their course.

5. Estranged student face particular issues, and by creating support networks between these students can allow estranged students to support each other and thus improve their mental wellbeing and reduce dropout rates.

**NEC resolves**

1. To provide universities and colleges to offer the following: financial support and bursaries, to offer rent guarantor schemes, provide specific student support services for prospective and current students, and appropriate training for staff members in order for them to support estranged students.

2. To lobby for universities and colleges to provide free/discounted summer month accommodation for estranged students.

3. To lobby UCAS on having special considerations for estranged student applicants.

4. To support Students’ unions in creating support networks of estranged students.

5. To encourage NUS to improve support for estranged students in FE and HE.

6. To lobby universities and colleges to include estrangement in their access agreements.

7. To lobby Student Finance to have more training in place to give correct guidance on the process for estranged students.

8. To work with Stand Alone and other organisations on finding ways to support and improve the lives of estranged students.

**Motion 12 | No Women in Men’s Prisons!**

**NEC believes**

1. That Tara Hudson, a trans woman, was placed in a men’s prison despite the judge sentencing her recommending that she should be placed in a women’s prison.

2. That Vicky Thompson, another trans woman who said she would kill herself if she was placed in a men’s prison, was placed in HMP Leeds, a Category B male prison, and was subsequently found dead in November 2015.

3. That Joanne Latham, another trans woman, was placed in HMP Woodhill, and was subsequently found dead in November 2015.

4. That the Ministry of Justice and the Women and Equalities Select Committee are aware of abuses of trans people in the justice system, as shown by submissions of evidence to the latter body for the Government’s Trans Enquiry.

5. An emergency motion to similar effect was passed at NUS Trans conference last year.

6. There is currently no non-binary provision in prisons.
**NEC further believes**

1. That placing trans people into prisons based on the gender they were assigned at birth puts them at high risk of violence and abuse from both other prisoners and prison staff.
2. That automatically placing trans people in isolated confinement constitutes torture and discrimination based on their identity.
3. Self-definition should be the only criteria when deciding which gendered prison someone should be in.
4. Placing these trans women into a men’s prison makes the government directly responsible for the deaths of these women.
5. Everyone’s gender should be recognized.

**NEC resolves**

1. That prisons minister Andrew Selous should resign, and the NUS should campaign for his resignation.
2. For a completely independent inquiry into abuses of trans people in the justice system.
3. That custodial sentences should only be used as an absolute last resort when all other methods of rehabilitation have failed.
4. That anybody receiving a custodial service should be placed in the general population of a prison conforming to their self-defined gender.
5. To campaign for the Ministry of Justice review on trans women in the justice system to include at least one trans woman on the panel and to ensure the panel is intersectional.
6. To campaign for the changing of prison for any trans women placed in a men’s prison.
7. To campaign for any review to look at non-binary people in prison.

**Emergency motion 1 | Council Bans**

**NEC believes**

1. That last week, Senior Government sources informed the Independent of their plans to ‘crack down on town-hall boycotts’
2. That the government is proposing to make it illegal for government funded bodies to make investment and purchasing decisions based on ethical considerations.
3. That this move targets campaigns such as those, but not limited to, who campaign against sweatshop labour, arms companies, tobacco companies, fossil fuel companies, and Israel’s contraventions of international law.

**NEC further believes**

1. That this announcement is an attempt to undermine the campaigns named above.

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2. That this development is part of a wider crack down on political and civil liberties, as exemplified by the government’s prevent strategy.

3. That although these announcements have been targeted towards local councils, it was reported that ‘Government sources said the ban could also apply to student union boycotts but added this was a “grey area”’.

4. That allowing action to be taken against local councils today, opens Student Unions to face similar bans tomorrow.

**NEC resolves**

1. To call on officers to lobby the government to reverse its current policy

2. For NUS to release a press release by Monday calling on the government to reverse its policy, and underlining specifically that we believe that campaigns such as Fossil Free, BDS, no sweatshops, or opposition to tobacco and arms companies are positive, justified, and should be encouraged.

3. To work alongside the targeted campaigns against government censure

**Motion 2 | Stop Turkey’s War on the Kurds! Break the Silence!**

**NEC believes**

1. The recent attacks on Kurdish communities in Turkey by the Turkish military, have killed nearly 200 people, including senior politicians and community activists.²

2. 25 million Kurds in Turkey have suffered decades of repression, including the deaths of 30,000 Kurds in a war for autonomy and civil rights in the 1980s/90s.³

3. There are 300,000 Kurdish refugees in the UK.⁴

4. The Kurdish community has overwhelmingly supported the HDP party, a party calling for equal rights for Kurds and labour and other civil rights for minorities in Turkey, received over 12% or 6 million votes at elections in 2015, and is generally a pro-Kurdish, pro-LGBT and pro-feminist party.

5. The Turkish state responded to this vote for peace and rights by attacking Kurdish cities with helicopter gunships, occupying with tanks and using snipers to murder activists.

6. There exists tacit support for ISIS/Daesh in Syria by Turkey, which has included attacking and stopping aid to Kurdish fighters in Syria, one of the major forces currently battling ISIS/Daesh.

7. Turkey is a member of NATO, a key ally of the UK in the Middle East and thus enjoys implicit support from the UK, which continues to criminalise membership of the PKK, a major political wing of the Kurdish liberation movement, which restricts Kurds' ability to organise politically.

8. That the Turkish state continues to criminalise political activities and imprison journalists who criticise the state for, among other things, continuing its repression of the Kurdish people and denying them


⁴ [http://www.independentlabour.org.uk/main/2014/12/01/where-is-the-left%E2%80%99s-anger-over-isis/](http://www.independentlabour.org.uk/main/2014/12/01/where-is-the-left%E2%80%99s-anger-over-isis/)
their autonomy, its continual denial of the Turkish/Ottoman state’s genocide of over a million Armenians during World War I and for its invasion and continuing military occupation of Cyprus.

**NEC further believes**

1. A national demonstration has been organised by the Kurdish National Congress UK, Peace in Kurdistan and London Kurdish Solidarity on March 6 2016 in London, under the slogan “STOP TURKEY’S WAR ON THE KURDS! Break the Silence!”
2. There is a student bloc on the demo organised by the National Campaign Against Fees and Cuts, and students from all over the UK are going to the demonstration in solidarity.

**NEC resolves**

1. To call on the UK government to put pressure on Turkey to stop attacks on the Kurds, and to finally give Kurds equal rights in Turkey, which it can do due to Turkey’s desire to join the EU, and the fact that Turkey and the UK are longstanding NATO allies.
2. To work with trade unions and other progressive organisations to help create a solidarity movement to put significant pressure on the UK government to take action against Turkey.
3. To publicly support the upcoming national demonstration on March 6 in London:
   a. Advertise it via emails and social media to students and to SUs, especially those in London, to encourage them to attend
   b. Have an NUS delegation present at the demonstration.

**Motion 5 | Supporting Mobilisations**

**NEC resolves**

1. To support and promote upcoming national mobilisations against austerity, racism and war, in line with NUS’s values.
2. To use NUS Connect to advertise the Campaign for Nuclear Disarmament demonstration on February 27th against Trident renewal, the UN day of anti-racism march on March 19th and the Peoples Assembly demonstration for Jobs, Homes, Health and Education on April 16th
3. To form or join a ‘student bloc’ on each demonstration.
4. For NUS to design and produce specific placards and flyers using funds from the priority budget for the April 16th demo focussing on NUS’s own priority campaigns within the broader demands.
5. To despatch materials for use promoting April 16th to any Students’ Union which requests them, and to use NUS Extra e-mail communication to promote the action.
Emergency Motion 3 | #StandWithJNU

NEC believes
1. Over recent days Indian police have entered Jawaharlal Nehru University campus using sedition charges as their pretext, in response to student demonstrations in solidarity with the Free Kashmir movement and against privatisation in the university.
2. Charges of sedition, which come from a section of the penal code that dates back to the days of colonialism, are repeatedly used to repress political movements.
3. The president of the student union, Kanhaiya Kumar, was arrested – also on sedition charges – and has still not been released.
4. Indian students and academics have launched an international solidarity campaign called #StandWithJNU

NEC resolves
1. To stand in solidarity with students in JNU university against state repression.
2. To demand the immediate release of Kanhaiya Kumar, JNU Students Union President.
3. To reaffirm our unions’ commitment to freedom of expression and academic freedom both at home and abroad.

Emergency Motion 4 | For a full investigation of Giulio Regeni’s death

NEC believes
1. On February 3rd 2016, Giulio Regeni’s body was discovered in a ditch in Cairo, showing evidence of tortur and slow death.
2. Regeni was doing research for his PhD at the University of Cambridge.
3. Students and Staff at the University of Cambridge have started a petition calling on the UK government to launch ‘a credible investigation of this extrajudicial killing’.
4. At 10,000 signatures, government has to respond to this petition.
5. At 100,000 signatures, this petition has to be considered for debate in Parliament

NEC resolves
1. For the petition (https://petition.parliament.uk/petitions/120832) to be circulated on internal networks, calling on officers and students to sign and disseminate it.
2. To encourage FTOs to sign, endorse, and circulate the petition.

Emergency Motion 5 | Solidarity With RMF Activists in South Africa

NEC believes
1. South African students within their universities have begun organising to challenge institutional racism and white supremacy, both of which are distressing legacies colonisation and Apartheid.
2. Movements like “Rhodes Must Fall” and “Disrupting Whiteness UCT” seek to transform universities and local communities by ensuring racial justice.

3. The Rhodes Must Fall (RMF) Campaign at the University of Cape Town successfully challenged the supremacist adoration of Cecil Rhodes and racial inequality within the university and its curriculum, which then led to committees being put in place to liberate the curriculum from the grip of white supremacy.

4. There is still a long way to go to reach racial equality in South Africa.

5. Students involved in RMF and the “Fees Must Fall” Campaign were arrested for peacefully protesting outside Parliament. Their Trial is set to commence on March 30th.

NEC further believes
1. RMF movements across SA recently started peacefully campaigning and demonstrating for affordable student accommodation and housing.

2. These campaigns and protests have been met with heavily armed police and private security forces, hired by tertiary institutions, to forcefully remove students. As such, police and other security forces have physically assaulted students.

3. The current minister responsible for Higher Education in South Africa, Dr Blade Nzimande, was quoted saying “Students Must Fall” in response to RMF and the Fees Must Fall campaign which highlights the disdain and disregard for students and student welfare.5

NEC resolves


3. Condemn Police Brutality and any University which has brought in private security to “remove” students.

4. Issue a statement of solidarity and support to activists in RMF movements across South Africa.

Meeting 5: 8 June 2016

Justice for Hillsborough

NEC believes
1. The Hillsborough disaster was one of the biggest cover-ups in Britain’s history, with the government, media and police working in concert to smear the deceased fans and avoid culpability for the police.

2. This included the police trying to criminalize the dead by running criminal checks on the dead and with the coroner performing an unprecedented alcohol check on all the dead so that they could blame the incident on fans and alcohol.

3. That at the Hillsborough inquiry concluded this year, jurors found the then-match commander, Chief Superintendent David Duckenfield, "responsible for manslaughter by gross negligence" due to a breach of his duty of care⁶.

4. That as of this month, dismissal proceedings against the suspended South Yorkshire chief constable David Crompton have begun.

5. The inquiry exonerated the victims and their families who have been fighting for justice for decades.

6. That the inquiry was only forced by the campaigning of the families, and that many families campaigns for police and state accountability continue to struggle against injustice

**NEC resolves**

1. Release a statement of solidarity with the Hillsborough families and support their demands following the inquiry.

2. Re-affirm our support for the United Families and Friends Campaign and Defend the Right to Protest in supporting victims of police and state violence, as well as campaigning for proper accountability of the police and state forces.

3. Work with SUs to provide training for students to use the stop and search app from Y-Stop

**Supporting UCU’s campaign for fair pay in HE**

**NEC believes**

1. The Universities and Colleges Employers’ Association (UCEA) has offered education workers a 1.1% increase which is a pay cut in real terms and which the University and College Union (UCU) has described as “an insult”

2. Higher education workers have suffered a real term pay cut of 14.5% since 2009

3. At the same time, pay and benefits for university leaders have increased by an average of 3% with the average pensions and pay packet for vice-chancellors’ standing at over £270,000

4. Education workers deserve fair pay and that the UCEA has the ability to pay them more

5. Quality teaching is essential to students and poor pay of teachers affects the quality of education students receive

6. UCU has confirmed plans for a two-day national strike at UK universities as part of this dispute on 25th and 26th May.

7. Staff will also begin working to contract from 25 May, which means they will refuse to work overtime, set additional work or undertake any voluntary duties like covering timetabled classes for absent colleagues.

8. If no agreement is reached in the coming weeks, members have agreed to target further strike action in June and July, and are considering additional action in August to coincide with the release of A-level

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results. The union is also beginning preparations for a boycott of the setting and marking of students’ work, to begin in the autumn if an acceptable offer has still not been made.

9. The effects of short term disruption caused by the strike are outweighed by the greater harm that the reduction in money spent on teaching and education workers would cause to students’ education.

10. Many of our postgraduate members are also education workers and UCU members, or have the potential to be.

11. Students and education workers are fighting the same battle against the marketisation and privatisation of the sector and for good-quality, well-funded education which is free and accessible to all.

NEC resolves
1. To support UCU, any other education trade unions that join the dispute and education workers in their dispute and with their industrial action.
2. To call on the UCEA to scrap their current pay offer and agree to the demands put forward by UCU.
3. To make materials to send to students unions explaining why this industrial action is taking place, why the NUS are supporting it and how they can support it on their campus too.
4. To support demonstrations and direct action in pursuit of the dispute’s demands.
5. To encourage postgraduates who teach to join UCU and to take part in the industrial action.
6. To coordinate support campaigning with the elected representatives of the UCU and any other education trade unions that join the dispute.

Supporting UCU Strike Action

NEC believes
1. That UCU have announced a two-day national strike on the 25/26th May at universities following a dispute over payment offers by the Universities and Colleges Employers’ Association (UCEA).
2. That preparations are being made for further action to take place over summer, including the possible boycotting of marking, if an acceptable offer of payment has not been agreed with UCEA.
3. Since 2009, staff in the HE sector have faced a 14.5% pay cut in real terms wages.

NEC further believes
1. That we should affirm our support for our lecturers in this industrial dispute and encourage member unions to support their local branches and demand that UCEA return to the table to accept the demands made by UCU and negotiate a mutually agreed settlement between parties.
2. In the context of the incoming HE Bill and the further marketization and atomisation of the HE sector, solidarity between educators and students is particularly important in combatting threats to the sector.
3. That we should oppose attempts to undermine educators, or divide students from educators.
NEC resolves
1. To support UCU in their dispute with UCEA to secure fair pay including any escalation taken over summer and/or in the autumn term and release a statement to this effect, whilst also demanding UCEA to negotiate an acceptable settlement with UCU.
2. Encourage member unions to direct demands towards UCEA in support of UCU as well.

Celebrating Trade Unions

NEC believes
1. Students’ Unions and student activists have recently played a supportive role during the Junior Doctors’, FE and HE staff strikes; while NUS has a partnership agreement with the Trades Union Council and a proud history of supporting trade unions in fighting for better rights.
2. The Durham Miners’ Gala is one of the largest political events in Europe, and one of the world’s largest celebrations of trade unions.
3. Many unions (including UNISON and NUT) are official supporters of the event.

NEC further believes
1. The trade union movement is an imperative part of the UK’s democracy, a strong student movement is complimentary to a strong labour movement, and we are powerful when working and acting together.
2. When NUS organizes actions, we often invite trade unions to support us. So too do we offer our official endorsement for large mobilisations by the TUC and others.

NEC resolves
1. To become a supportive organization of the Durham Miners’ Gala, taking place on July 9th 2016.
2. To reiterate our support for strong trade unions, opposition to this Government’s attempts to undermine the ability of unions to organise through the Trade Union Bill; and a renewed commitment to working alongside unions.

Motion 207 | Cutting the costs of education to build a debt free future

NEC believes
1. Education is a right and everyone who wishes to should have the opportunity to access study, at all levels.
2. In both further and higher education, including workplace and adult learning, student support is inadequate, is becoming even scarcer and, in higher education, is based on students’ ability to take on mortgage levels of debt.
3. The government’s withdrawal of maintenance grants, and the ending of NHS bursaries will leave hundreds of thousands of higher education students with rising levels of debt – and the poorest students graduating with an unprecedented financial burden.

4. The withdrawal of public funding and switch to private debt has had an impact on education in every part of the United Kingdom – with budgets under pressure in Wales, Scotland and Northern Ireland as a result of devolution arrangements.

5. With college budgets continually under pressure and the consolidation of the sector underway, students in further education are being forced to rely on high-interest personal debt to cover living costs.

6. ‘Pound in Your Pocket’ research shows clear associations between student support and student wellbeing and retention.

7. The undermining and withdrawal of student support is therefore damaging access and retention in all areas of education.

8. Student support is also becoming increasingly fragmented across each area of study, with little information and help available in advance for students to plan and budget to make ends meet.

9. Students are struggling to cover the cost of their day to day living as costs continue to rise year in, year out – regardless of inflation.

10. NUS research has shown that over a third of all students have considered leaving their course in HE, with half of those stating financial difficulties as the cause.

11. Half of all students regularly worry about not having enough money to pay the rent and their bills.

12. Students’ unions are struggling to cope with the huge demand for advice services as students seek support and help with financial stress.

13. NUS’ #CutTheCosts campaign has highlighted the crisis that students and students’ unions are facing in student support, with rising levels of debt making this crisis worse for the future.

NEC further believes

1. Building a debt-free future for education is more than a battle against tuition fees in higher education.

2. Student debt encompasses the vast amount, and costs, associated with overdrafts, family borrowing, pay day lenders and working overtime to cover the costs of study or having to choose between eating and heating.

3. Debt and excessive financial pressures are contributing to the mental health crisis that students are facing.

4. may take on.

5. Rising Students’ choices are being limited by debt – with the poorest students more likely to choose different forms of study or institutions because of the levels of debt they debts have affected the number of part-time and mature students accessing higher education.
6. Rising student debt also affects inequality within education – with the poorest and most disadvantaged students; such as women, Black, disabled and LGBT+ students relying on student support to access education.

7. Saddling students and young people with rising levels of personal debt is failing to recognise the causes of the 2008 financial crisis – where mortgage levels of private household debt is widely recognised as the single greatest contributing factor.

8. Building a future on debt for young people and students is a recipe for disaster – and you cannot balance the books on the backs of students.

**NEC resolves**

1. To continue to campaign to cut the costs of education, to build a debt-free future for education at all levels of study.

2. To focus on improving student support by supporting students’ unions to lobby institutions locally to protect funding for students.

3. To campaign to win more funding for students’ unions advice services, to cope with the rising number of students who are facing financial pressures.

4. To campaign to secure funding for further education students to cover any rising costs as a result of the area reviews process and make sure colleges make means-tested grants and support available.

5. To support students’ unions in the nations to protect education in Wales, Scotland and Northern Ireland from any loss of funding which may result from government changes in England.

6. To run a campaign to win the hearts and minds of students, the public and the sector for a fair and equal education system that is debt-free.

7. To challenge the hypocrisy of the Westminster government in increasing private debt for students and young people by launching a debt-clock campaign that highlights this growing, mortgage-level, debt for students.

8. To Work with Martin Lewis, of Money Saving Expert, to lobby the government to protect current terms, for good, on all student loans.

9. To work to grow the number and type of discounts available to students through the NUS Extra Card that support students’ on a daily basis and support students’ unions to increase the number of students purchasing the card – putting money back into students’ unions.

**Motion 208 | Pride and Prejudice in Education**

**NEC believes**

1. In 2014 NUS LGBT+ Campaign worked with many organisations to create research into the experiences of LGBT+ Students and Staff in Further Education

2. That over 1000 people took part in the research from colleges and adult education centres all over the UK
3. That since 2010 the government cuts have been made across many sectors, including both further and higher education.

4. Further Education has been hit hard by the cuts, with average cuts of at least 25%.

NEC further believes

1. It is widely acknowledged that information, advice and guidance in schools is inadequate, meaning that many students may not be aware of all their options (including Further Education) on leaving compulsory education.

2. The findings from our ‘Pride and Prejudice in education research found that - 47% of Trans students have seriously thought about dropping out of education.

3. One in 10 LGB+ learners said that they were not out to anyone in education, within friends or family.

NEC resolves

1. To mandate the VP FE to work with the NUS LGBT+ Officers to identify and highlight how this cut will affect LGBT students in college, and adult education.

2. To mandate the VP FE and committee to work with the NUS LGBT+ Officers and further education learning providers should be to focus efforts on protecting and preventing learners from experiencing homophobic, biphobic and transphobic bullying, harassment and assault, whether perpetrated by staff or other learners, and to provide appropriate reporting and disciplinary mechanisms when incidents do occur.

3. For the VP FE to encourage, further education providers collect information on sexual orientation and gender identity for equality monitoring purposes, efforts should be made to encourage reporting through reassuring and explaining to learners the reasons for such data collection, and providing details about how it is securely stored. Reporting in either of these categories should, however, remain completely voluntary.

4. For the VP FE campaign for design specific guidance and toolkits for Further Education and adult education providers to tackle the issues that are presented in the findings of the research and implement the recommendations to help further education providers.

Motion 213 | Stop Doing Over our Nursing and Allied Health Professions Students

NEC believes

1. There are huge problems with academic failure and lack of support for nursing and allied health professions students, across all institutions.

2. NSS scores consistently track lower for Nursing and Midwifery courses against the average.

3. Many nurses, midwives and allied health professions 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.
4. Nursing and allied health professions 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

5. Students on nursing courses and allied health professionals are often mature, with dependants and many institutions fail support those with these and other additional needs.

6. Nursing failure and dropout rates are at epidemic levels

7. Whilst on placement there is the added pressure to meet the demands submitting and preparing for assessments leads to academic failure, misconduct and stress

8. Nursing and allied health professions students can be course terminated through the means of ‘fitness to practice’.

NEC further believes

1. Nursing and allied health professional NHS bursaries have been scrapped with barely a whimper from NUS’ education zone

2. Year after year NUS passes motions on Nursing and Midwifery that never seem to go anywhere

3. The last NUS Charter for Nursing and Midwifery students was published 21 years ago

4. 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

5. These students need NUS and our campaigning work now more than ever

NEC resolves

1. That any review of NUS’ governance should address nursing, midwifery and allied health professions students, as a specific area

2. To look at integration of nursing across many Unions and their campuses to increase nursing and allied health professions representation

3. To work with trade unions to protect placements and future jobs for current nursing students

4. To hold a national summit on representation of Nursing, Midwifery and allied health professions students in conjunction with Unison, the RCN and the RCM relevant professional bodies.

5. To lobby the NMC and other bodies to improve the standard of student representation, student social facilities and student wellbeing delivered by HEIs

6. To carry out research into the student experience of students on Nursing, Midwifery and allied health professions courses

7. To create a national charter for Student Nursing and Midwifery education

Motion 215 | UCAS for postgrads: free applications

NEC believes

1. Postgraduate education is inaccessible to most students, dependent on ability to pay

2. There is no universal application system such as UCAS in place for postgraduate students
3. Without a universal application system, applying for multiple Masters is time consuming
4. While tuition fees for postgraduate education remain high, other in built costs restrict students ability to even apply in the first place
5. Institutions can charge high application fees which prices students out of education
6. There is an underrepresentation of women and BME students in academia
7. The Higher Education bill is concerned with student choice and we need to capitalise on that for students

**NEC further believes**
1. It is the role of NUS to be lobbying for fair, affordable, and accessible application systems
2. So far, efforts have focused on postgraduate loans
3. The development of a universal postgraduate application system would enable more students to apply to postgraduate study
4. The removal of costs to applications would also enable and encourage more students to apply to postgraduate study
5. The introduction of a universal postgraduate application system would facilitate real choice for students

**NEC resolves**
1. NUS to lobby UCAS, the government, and other sector bodies to develop a universal postgraduate application system
2. NUS to provide support to students’ unions on lobbying for free applications for students to apply for a Masters
3. That the Vice President for Higher Education should make a public statement demanding fair, transparent and free application system

**Motion 216 | Academic Publishing Exploiting Academics and University Budgets**

**NEC believes**
1. Academic publishing sees such success because it is based on a model where Universities pay for the research, writing, reviewing and sometimes editing of journals, which they then have to buy back for their libraries.
2. The work of a current academic is dominated by teaching, marking, administration, pastoral care and organisational politics, therefore allowing very little time for research and peer reviewing.
3. An academics livelihood and reputation is dependent on publishing academic journals. Academic publications, citations of publications and conference presentations have become metrics for academic performance
4. For most articles in high-impact scientific journals the publisher also charges the scientists (or their funders or university) up to several hundred pounds per page published, with additional charges for the inclusion of images such as data from microscopic investigation of cells.

5. Some publishers also charge a non-refundable handling charge for considering the article, even if they reject it. This is in spite of the fact that the time-consuming work of peer review is done by scientific experts on an unpaid and voluntary basis.

6. In addition, the development of publication software has allowed the publishers to transfer much of the work of preparing a paper for publication to the scientist, so valuable research time – funded out of public sources or by medical charities – is now diverted to learning to use software to do work that was previously undertaken by employees of the publisher.

7. In Britain, 65% of the money spent on content in academic libraries goes on journals, up from a little more than half ten years ago.

8. In 2011, Elsevier, the biggest publisher of journals with almost 2,000 titles, cruised through the recession. Last year it made £724m ($1.1 billion) on revenues of £2 billion—an operating-profit margin of 36%.

9. A report by the house of commons Science and Technology Committee (2004) notes that digital culture is often unavailable to the public in libraries die to licensing agreements.

**NEC resolves**

1. Work with Universities and staff unions to explore alternative models for academic publishing.

2. Lobby for a move away from for-profit publishing companies and towards autonomous journal publishing.

3. Consider how we can use open access and online publishing to make work towards a fairer system.

**Motion 218 | We Were Told Student Loans Weren’t Like Bank Loans**

**NEC believes**

1. Tuition fees were introduced in 1998 at an original level of £1,000. Since then tuition fees have increased and in 2012 the cap on tuition fees was raised to £9,000.

2. Since the introduction of £9,000 tuition fees the predicted amount of debt faced by graduates is between £40,000-£50,000.

3. The government has recently announced plans to prosecute graduates for failing to pay back their student loans on time.

4. Other proposed actions aimed at students included collaborating with HMRC and the Treasury to further crack down on graduates living overseas and placing sanctions on graduates.

5. Currently 48% of total loans are predicted to be written off as graduates fail to be able to pay back over the term of the loan.
NEC further believes
1. Students and graduates should not have to bear the burden the failure of the government’s financially illiterate funding model for Higher Education.
2. If further income is required to fund government expenditure this should be made by cracking down on tax avoidance by large corporations, not balanced on the back of graduates.

NEC resolves
1. For NUS to campaign against further measures to prosecute graduates for failing to repay loans.
2. For NUS to campaign against the financially illiterate model of ever-increasing loans and against any retrospective changes to their terms and conditions.
3. For NUS to provide guidance to SUs for winning these arguments locally with institutions and MPs.

Motion 220 | Support SUs that are campaigning to reverse NHS Bursary Cuts

NEC believes
1. The removal of bursaries would see students burdened with at least £51,600. Loan repayments will mean a nurse, midwife or allied health professional will lose over £900 a year.
2. One of the reasons healthcare courses remain popular is that the funding arrangements are different and act as an incentive in comparison with other university programmes. Scrapping the NHS bursary is likely to discourage people from considering becoming a nurses, midwives or allied health professionals, exacerbating the current recruitment crisis.
3. Student nurses and midwives are expected to undertake clinical placements during non-term time, which means they have little time to do paid work. While other university students take part-time jobs to support themselves, this really isn’t a viable option for nurses on such a challenging and intensive course.

NEC resolves
1. To support SUs campaigning to reverse NHS Bursary cuts and publicise how important bursaries are currently to nursing student

Motion 222 | Giving Part Time Students a Fair Deal

NEC believes
1. Most recent UCAS figures showed the number of students taking undergraduate degrees on a part-time basis fell by a further 6% in 2014-15, continuing a steep decline in participation seen since tuition fees nearly tripled in 2012.
2. As a result, just 570,000 people are now studying part-time at British universities – including first degrees, diplomas and postgraduate courses – compared with 824,000 in 2010-11, before the hike in fees took effect.

3. At higher education establishments in England alone, the equivalent number of part-time students has fallen from 350,000 in 2010-11 to 203,000 in 2014-15.

4. The HE Green Paper is lacking any mentions to address access to part-time education.

**NEC further believes**

1. Improving access to HE requires focus on lifelong learning and part-time study.
2. The government’s introduction of maintenance loans for part-time students from 2018-19 is a welcomed step but is nowhere near enough.

**NEC resolves**

1. To lobby for financial support in the form of grants for part-time students on foundation, first undergraduate and postgraduate courses.
2. To lobby for the introduction of financial support in bite-sized chunks so that students could study for individual modules rather than immediately committing to full degrees.
3. To lobby for opening the Childcare and Adult Dependant’s grants to part-time applicants.

**Motion 223 | UCAS ‘name-blind admissions’ - and beyond**

**NEC 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 Russell Group 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.
5. The Prime Minister has said that UCAS will make its admissions name-blind by 2017.

**NEC 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 institution to institution 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 our institutions 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.

**NEC resolves**

1. To support calls for a pilot of name-blind admissions in higher education institutions in the UK.
2. To call for UCAS, UUK and the research community to cooperate on developing a better understanding of inequality and bias in UKHE admissions.
3. 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.
4. To demand further action to tackle and mitigate bias and inequality in admissions.
5. To demand the further work be done on eliminating bias in interview processes where HE institutions employ them for admissions.
6. To continue to campaign for protection and extension of public funding for fair access through the Student Opportunities Fund.
7. To work with the sector on producing further research on issues of bias and inequality in admissions at postgraduate level and in access to apprenticeships.

**Motion 224 | Caring about care experience**

**NEC believes**

1. NUS has outstanding policy mandating NUS officers to work with organisations on issues pertaining to the specific lived experience of people who have spent time living in care.
2. The Buttle Quality Mark, which was the only framework by which support was measured for students who had been, or who remain, in the care of the state, ended in academic year 2014/15 in Scotland, and in 2013/14 everywhere else in the UK.
3. The Children & Young People Act (Scotland) (2014) extended the age of leaving care to 25. This means that students coming to college, university or other HEIs may now not be “care leavers” but indeed, may still be in care.
4. There is no parity comparison across the UK as to what type of care experience is classified and counted officially. For example, “kinship care” is counted in Scotland but not in England.
NEC further believes

1. Our education institutions have an increased moral and ethical responsibility to students coming to study, from a care background.
2. In Scotland, every post-16 education body is named in law as a corporate parent and has parental responsibility for care experienced students.
3. Many students considering further or higher education are not being given appropriate guidance and information about their rights, about the support they’re entitled to, or about the additional support offered by some institutions to those who declare their status as care experienced.
4. UCAS offers the “tick box” declaration scheme, but not all institutions are able to receive that information due to different systems.
5. Anecdotal evidence suggests that many care experienced young people are distrustful of the question due to the stigma and labeling of care experience.
6. Care experienced students may not be captured in provision for students from POLAR and SIMD (or equivalent) areas, as most children’s houses are situated outside these areas.
7. There are multiple and complex reasons for children & young people being placed in care, the vast majority of which relate to instability at home.
8. Care Leavers across the UK campaigning for better provision have referenced upwards of 50 placements throughout their childhood, this constant flux disrupts attachments and friendships made, feelings of security and inter-dependency and impacts on the educational attainment of those in care.

NEC resolves

1. To mandate NUS to set up a network for care experienced students.
2. For NUS to introduce a rules review to National Conference 2017 embedding representation of care experienced students onto NEC.
3. For NUS to draw on existing research of the experience of care experienced students to create a toolkit, to empower students’ unions to lobby their institution to implement best practice including but not limited to:
4. Specific bursaries for care experienced students
5. Year-round accommodation offers for students with care experience
6. Additional support, advice and guidance for any student ticking the UCAS tick box
7. Specific reference in prospectuses to support available to any student who declares their care status on application
8. To work with all agencies involved in setting the policies for access to education, retention of students, support of students etc to ensure that the specific needs of care leavers are addressed in policy.
Motion 226 | Support the teaching of teachers to teach teachers to teach

NEC believes
1. Numbers starting teacher training has dropped by 17% in the last five years.
2. Government is putting more restrictions on students and institutions in their recruitment process.
3. National recruitment caps have been applied to Post-Graduate ITE (Initial Teacher Education)
4. Caps were only made known to institutions a matter of days before the quota would be reached.
5. Due to the late notice in enforcing the caps, many potentially excellent teachers lost their places as there has not been time for administrators to put their details in the UCAS system after the schools and Universities could agree that offers could be made.
6. Government is prioritising a more ‘in school’, practical route to Teacher Training such as School Direct at the expense of the Higher Education.
7. Many of the programmes whereby the recruitment caps have been applied are as ‘school led’ as School Direct.

NEC further believes
1. Governments ‘School Direct’ initiative is taking away students’ right to choose their route into Teacher Training.
2. These caps constrain student choice when applying for TT.
3. This is an example of market fixing which will have a negative impact on the recruitment levels, and the student experience of those going through the process.

NEC resolves
1. NUS to protect HE Teacher Training recruitment from the government.
2. NUS to lobby the government to remove the caps placed on TT in HEIs
3. NUS needs to recognise and celebrate the value of the HE route into Teacher Training allowing students greater choice.

Motion 412 | Self-Certifying Extenuating Circumstances

NEC believes
1. Many universities have extenuating circumstances procedures (ECPs) for students to alter their studies/course conditions (e.g. extensions of deadlines, exemption from tests, retaking exam at later date, etc.).
2. There are incidences where ECPs will require evidence.
3. ECPs often take up NHS time and resources when medical evidence is required.
4. ECPs can lead to students having to pay for a doctors letter as evidence (if it's been less than 7 days since study affected by extenuating circumstances).
5. UK employees only have to give evidence if they are ill for longer than 7 days (National Sick Leave Policy).

**NEC further believes**

1. ECPs can be strenuous for students.
2. ECPs should put as little pressure on students as possible.
3. ECPs take up the time and resources of academics.
4. ECPs should not put a greater strain on NHS services unless necessary.
5. Students should not have financial pressure placed on them in order for personal extenuating circumstances to be addressed.
6. ECPs can lead to students becoming more ill through the stress they cause.

**NEC resolves**

1. To mandate NUS to lobby universities to introduce self-certifying ECPs for extensions less than 7 days (in line with the government’s Sick Leave Policy).
2. To mandate the NUS to provide guidance to students’ unions who wish to lobby their universities to introduce self-certifying ECPs for extensions less than 7 days.
3. To submit this motion to NUS National Conference 2016 priority ballot

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**Motion 414 | 75% of Funding, 100% of a Vote**

**NEC believes**

1. As young people over recent years we have seen cuts left, right and centre from our education system to support for the most vulnerable of our peers from maintenance grants, DSA and Support Groups. Now the government is attacking our health service provision and the reason for this; because we are young.
2. As a result of a funding alteration for health care provision, young people are being allocated significantly less than their older counterparts. With recent statistics suggesting “...75% of mental illness in adult life begins before the age of 18” (Mental Health Service Reform, 2016) and whilst at University “the majority of students experience mental health issues” (Guardian, 2015), why is it that younger people are considered as less in need of health care?
3. The blanket implementation of such a formula will leave young people without access to health care. Meaning anything from sexual health to mental health clinics will become inaccessible, and with the state of young peoples’ health hitting all time low; now is certainly not the time to be leaving us stranded.
4. We are entering into a world whereby seeing a health care professional is seen as a luxury and our health is second to the rest of society. The blanket implementation of such a formula will result in dangerous practice and young people unable to afford to attend a health centre.
NEC further believes

1. The guidance written by the NHS for the implementation of the Carr Hill formula states it should be ‘reviewed on a case-by-case basis ensuring practices would not be unfairly disadvantaged by the changes with “special populations”’ nor does it “unduly destabilise any practices” (NHS, 2014). However this is not the case, with some health centres seeing a massive 33% cut to funding, on the verge of closing and young people having to travel significant lengths in order to see a GP.

2. The weighted formula is based on 6 indices, which when multiplied against each other in a compounded manner results in a skewed calculation, the first of the indices is age/sex so a practice with a high proportion of young people receives huge funding cuts. As an example if all 6 indices were weighted equally a cut to a practice of 12,500 patients; 85% of which are students would go from 33% to 9%, a more manageable figure.

3. The PMS review aims to offer, “equality of opportunity”, “supports fairer distribution of funding” and “reduces health inequalities”. However its implementation at ground level to practices targeting a specific demographic does the exact opposite.

NEC resolves

1. The Vice President Welfare should lobby Secretary of State for Health to hold CCGs to account when enforcing blanket rulings, resulting in dangerous practice not only for the young people but for the health care practitioners who are already stretched with resources and time.

2. The Vice President Welfare should lobby the Secretary of State for Health to implementation of the Carr-Hill formula.

3. The Vice President Welfare should run a national campaign on defending student healthcare and defending campus health centres.

Motion 415 | Make PrEP available on the NHS for Free

NEC believes

1. There are now around 110,000 people living with HIV in the UK. Both men who sleep with men and black African communities are disproportionately affected by HIV.

2. Two European studies of pre-exposure prophylaxis (PrEP), PROUD1 and IPERGAY2, reported their results in February 2015. Both studies showed that PrEP was a highly effective method of HIV prevention, reducing new infections by 86%.

NEC further believes

1. Rates of new HIV infections are far too high. The NHS urgently needs to make PrEP available.

2. An NHS England process to evaluate PrEP is underway, but any decision to provide PrEP will not be implemented until late 2016 at the earliest. This is too long to wait.
3. We need to improve HIV prevention around the world and PrEP can help tackle unacceptable health inequalities.

4. Condom use has prevented tens of thousands of HIV infections. But levels of condom use are not high enough to bring HIV under control. Many people do not use condoms each time they have sex and every year there are thousands of new infections. PrEP could prevent new infections among some of those at greatest risk of acquiring HIV.

5. Condom use will remain a core strategy in HIV prevention. PrEP gives people who already find it difficult to consistently use condoms an additional way to protect their health.

6. PrEP can also be effective for heterosexual men and women. For example, a study in east Africa found that PrEP reduced infections within couples in which one partner is HIV positive by 75%.

7. PrEP allows someone to protect their own health, even if their partner refuses to use a condom. Because it is taken before sex, it does not rely on decision-making at the time of sex.

8. As well as preventing HIV infection, PrEP has additional benefits including reducing stress and anxiety about HIV transmission. It can enhance pleasure and intimacy, and limit sexual dysfunction.

9. Many people, including those who are able to use other HIV prevention options, won’t need PrEP.

10. Cost-effectiveness studies show that PrEP will be affordable if it is provided to people with a significant risk of acquiring HIV. People living with HIV need to take lifelong treatment. PrEP consists of fewer drugs and people only need to take it during periods when they are at risk of HIV.

**NEC resolves**

1. To actively campaign for earlier access to PrEP. The NHS must speed up its evaluation process and make PrEP available as soon as possible. Interim arrangements should be agreed now to provide PrEP to those at the highest risk of acquiring HIV.

2. To actively campaign for PrEP to be available to all people who are at high risk of acquiring HIV, whatever their gender or sexuality.

3. To actively campaign for the NHS to make PrEP available for free of charge on the NHS.

4. To actively campaign for PrEP to be made available to trans people.

**Motion 417 | Doctors Notes & Medical Forms**

**NEC believes**

1. GP’s do not have to charge fees for Doctors Notes because many GP’s are not employed by the NHS and they have to cover their own costs

2. Currently Fit Notes to provide to employers are free under the National Health Service Acts and Social Security Acts

3. For a copy of health records on a computer, GP’s can charge a maximum of £10, for a mixture of handwritten and computer records they can charge a maximum of £50
4. Fitness Certificates fall outside the NHS GP Terms & Conditions therefore they have the freedom to charge whatever they want, this includes certificates to be given to education institutions in regards to absence from exams or missing a coursework deadline. This also includes Medical Forms to be given to institutions like

5. Camp America, BUNAC etc.... which require medical examinations before going on their placements

**NEC further believes**

1. If Fit notes for employers are free, then why are Medical Notes for Educational Institutions not?
2. That there is not enough government regulation on these fees and doctors have the freedom to choose their charges
3. That it is understandable that doctors surgeries have to cover their own costs however this should not be done at the expense of students who are trying to pass their course
4. That universities should offer some sort of reimbursement scheme for these charges if they continue to give the money back to students when they submit a note too them
5. It is a burden on Students’ Finances to continue to pay these charges especially in a day and age when charges are on the increase and loans on the decrease
6. It is immoral for a doctor to charge a sick person a note just so they can get exam or coursework exception

**NEC resolves**

1. For NUS To lobby the UK Government to regulate these charges and to make Medical Notes/Certificates for Educational Institutions Free, much like Fit Notes for Employers
2. For NUS to offer support to Unions for local lobbying action of their local GP to get them to lower or abolish the fees.
3. To ask educational institutions to offer some sort of reimbursement scheme for students who are genuinely ill and need to get the certificates so they can sit an exam late or get extensions on coursework.
4. To make this an NUS Priority Campaign.

**Motion 419 | Rights for Parents and Carers must extend to students**

**NEC believes**

1. Mature and part –time students often study alongside full-time employment and/or additional caring responsibilities.
2. Many institutions do not have policy on student parents, and do not have provisions for reasonable adjustments to be made, for students with children and/or caring responsibilities regarding assessments and placements.
NEC further believes

1. Students who have parenting responsibilities should be supported by their institution and Students’ Union in the same way as a worker would be supported by their trade union.

2. Childcare is extremely expensive and notoriously inflexible, particularly if contact hours or placements have been rearranged or cancelled.

3. That student parents who are breastfeeding must have specific provision and support, and/or access to the same provision and support offered to employees at our institutions, so they can maintain breastfeeding whilst returning to studies. This includes but is not limited to being given time and space to express milk, and storage for expressed milk.

4. That student parents should have allowances and flexibility similar to an employee for when their children are sick, have school holidays or teacher training days.

5. That PhD students must be entitled to maternity leave, pay and benefits which is the same as an employee of the institution.

NEC resolves

1. To compile a 'Best Practice' report and toolkit for students' unions to campaign and lobby their institutions, to implement reasonable and fair adjustments for student parents.

2. To campaign for provisions on campuses for breastfeeding mums.

3. To work with similarly interested groups, including trade unions, to ensure maximum flexibility for student parents and for institution staff.

4. To provide resources and materials to support student unions to work with universities to develop student parent and care giver policies.

5. To work with trade unions to campaign for improved maternity & parental leave & pay rights for PhD students.

Motion 420 | We don’t need a flux capacitor to see we need more capacity

NEC believes

1. The membership of NUS includes at least ten Specialist Colleges who provide support for students with a wide range of learning difficulties and disabilities, this has steadily increased over recent years

2. Within the wider context of austerity, the Special Educational Needs reforms, and the devolution of money to local authorities there have been substantial cuts to funding for Specialist Colleges

3. These cuts in funding have led to a lack of choices for learners with learning difficulties and disabilities in terms of where and what they study

NEC further believes

1. The restrictions on funding have resulted in students being offered inappropriate placements which are unable to meet their specific learning and access needs leading to a high risk of failure
2. Students with learning difficulties and disabilities deserve the right to the same choices as their mainstream peers in Further Education

3. The voice of students with learning difficulties and disabilities deserves to be heard at a national level

4. The Association of National Specialist Colleges (NATSPEC) has launched a campaign (A Right Not A Fight) to raise awareness of funding issues for specialist provision

**NEC resolves**

1. NUS must be increasingly aware as an organisation, that there are specific issues facing students with learning difficulties and disabilities within specialist FE provision as well as those within General FE

2. NUS should affiliate to the Right Not A Fight campaign

3. NUS Welfare zone should work specifically with students in specialist colleges for those with learning difficulties and disabilities to ensure they are supported and enabled to raise awareness of their specific issues and to be heard in the right places

4. NUS VP Welfare must engage with the needs of specialist colleges in terms of supporting participation and collaboration with the organization.
Live Policy from NEC meetings 2016/17

Meeting date: 18 July 2016

International Co-operation with Student Organisations – The Bergen Declaration

NEC believes

7. In an increasingly globalised world, where networks and friendships cross continents, activism knows no borders, and experiences- as well as struggles – are increasingly shared. Uniting with a global student movement offers us an opportunity to expand our networks and partnerships.

8. The European students’ union have been facilitating the development of a global student movement, which began by bringing together representatives from around the world to a global student voice seminar in May. The unions (from South America, North America, Europe, Africa, Asia, and the Pacific) used a process of facilitated debate and discussion to develop a framework of collective values and fundamental rights/principles they believe education should be based on, which then formed the basis of the writing of a declaration.

9. The declaration gives a collective voice to the demands of students globally- that education is a public good, and so all students have the right to access it, with fundamental rights regarding their ability to organise and be represented within it, and that our education system cannot be separated from the society within which it exists.

10. This document will serve as the beginning of a long term process, bringing together students from around the world to cooperate to defend the principles laid out in the declaration – whether through formal or informal structures, or simply cooperation and communication.

NEC further believes

1. We know we’re more powerful when we’re united, and even more so when our collectivism and collaboration stretches beyond regional boundaries

2. By joining NUS’ from all corners of the globe in the signing of the declaration, we are making a statement of solidarity and commitment to the shared values, and taking an opportunity to join the increasing number of student movements in partnership in tackling shared issues.

3. Signing up to the declaration enables NUS UK to be part of a movement which will unite in common struggles, and adds our voice to a global campaign.

NEC resolves

1. To join the other national and regional unions in adopting the Bergen declaration, and committing to join the global student movement.7

7 Notes: You can read Beth Button (Previous NUS Wales president and ESU exec committee member’s) blog on the declaration, and the document itself here http://www.nusconnect.org.uk/articles/uniting-for-a-global-student-voice
ARAF Motion

NEC believes
1. Racism and fascism are rising across society.
2. ARAF committee is defined as a special committee of the NEC, constituted under the NUS Rules.
3. There is currently no clause, provision or process in the Rules as to the composition of ARAF committee, other than the selection of convenors by NEC.
4. This includes a lack of any reserved/guaranteed places on the committee for any member of any liberation group, and/or any marginalised group of students.
5. Therefore, ARAF committee could theoretically be convened by members who do not define into any liberation group, and/or any group affected by racism/fascism. Conversely, in 2013 the ARAF committee was co-convened by two Black members of the NEC.
6. This unclear/inconsistent process for selecting ARAF convenors/committee has long been contentious. Controversy was further ignited following the motion 3:ARAF Convenors, exacerbated by misunderstanding/confusion about the existing process.
7. There are demands for greater resources for, and a new system of deciding, the committee. This also indicates that the system of appointing for convenors is inadequate.
8. ARAF campaign has a crucial role to play in this time of rising intolerance, and should be a point of political unity across NUS to enable it to be as effective as possible.
9. In supporting ARAF we strive to uphold the principles of liberation, equality, intersectionality, self-determination.

NEC further believes
1. The historic lack of support given to the ARAF campaign has not allowed for it to function to its full potential, so relying on the status quo is untenable.
2. Many Jewish students were at the forefront of disaffiliation campaigns due to concerns of antisemitism in our movement.
3. Despite only four SUs voting to disaffiliate from NUS, over 13,000 students voted to disaffiliate, with many highlighting concerns of antisemitism in our movement and it’s vital NUS acknowledges this.
4. The controversy also highlighted the importance of NEC to consult with those affected by its decisions rather than rushing into mistakes.
5. Therefore, it is important to open up a consultation on the ARAF committee system among those affected by its work before deciding this new system, to ensure that its work is as inclusive as possible of those groups of students affected by racism and/or fascism.

6. NEC cannot change the NUS Rules, but should facilitate a wider consultation into how the ARAF committee/campaign should function in future.

**NEC resolves**

1. NEC to elect an ARAF committee comprised of 7 NEC members

2. The committee will have reserved places for:
   a. BSO and BSC NEC
   b. A Jewish member
   c. A Muslim member
   d. an LGBT+ member
   e. an International/migrant member
   f. one open place for any member

3. The committee will also work with representatives of student organisations who are affected by racism and/or fascism such as UJS and FOSIS

4. Facilitate a consultation with: 2016/17 ARAF committee, Faith & Belief committee, NUS Liberation and International Students’ Campaigns into a new system for selecting ARAF committee.

5. Newly formed committee will be tasked – alongside its normal activities – with reviewing the way ARAF campaign functions, to be discussed on the NEC and brought to National Conference 2017.

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**Meeting date: 13 September 2016**

**Islamophobia Awareness Month**

**NEC believes**

1. That November is Islamophobia awareness month. Which aims to deconstruct and challenge some of the stereotypes about Islam and Muslims; and create spaces in which we can discuss and practically address Islamophobia. The month-long campaign will see activities and projects throughout the UK and Europe.

2. Islamophobia or anti-Muslim hatred and attacks is reaching worrying heights in Britain and across Europe.
3. The figures from the Metropolitan Police on anti-Muslim racist hate crime have consistently risen since they began recording - and those are only figures within London⁸.

4. The majority of victims of violent and verbal Islamophobic attacks tend to be women.

**NEC further believes**
1. That the Muslim communities, specifically Muslim women, are the most economically disadvantaged in Britain.
2. The NUS must take a firm stance against all Islamophobic incidents and conduct internal investigations if and when they occur.

**NEC resolves**
1. To join the national Islamophobia Awareness Month (#IAM) campaign.
2. To support Students’ Union’s in localised events and activity surrounding #IAM.

**All lives won’t matter, until #BlackLivesMatter**

**NEC believes**
1. Since 1990 there have been over 1560 deaths in police custody⁹ or following police contact, but zero convictions
2. On 5th August 2016 there was a nationwide #Shutdown called by Black Lives Matter UK
3. Since then, there has been a police crackdown on protestors; from restrictive police bail to charges being brought against some others

**NUS further believes**
1. That Black Lives Matter UK is necessary, as recent cases like those of Mzee Mohammed and Dalian Atkinson show
2. The disproportionate crackdown on the protestors is yet another example of how our right to protest is being threatened

**NEC resolves**
1. To release a statement of solidarity with BLM UK

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⁸ [http://www.bbc.co.uk/news/uk-england-london-34138122]
2. To support the United Families and Friend’s Campaign’s annual memorial procession, on the last Saturday of October

**Disabled Students and Accessibility at United for Education Demo**

**NEC believes**

1. In previous years, disabled students have faced considerable barriers in getting to, or otherwise participating in demonstrations called by the NUS

2. The NUS Disabled Students’ campaign (DSC) is the democratic body through which disabled students throughout the UK can self-organise and pass policy

3. 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.¹⁰

4. #Wecantmarch was a Twitter hashtag set up before previous demonstrations to highlight the problems disabled students faced in being included in direct action, with innovative solutions and ways to make direct action more accessible¹¹₁².

**NEC further believes**

1. The Disabled Student’s Campaign has current policy on the importance of free, funded and accessible education.¹³

2. The Disabled Students’ Campaign also has policy which calls “for a campaign of escalating direct action with the goal of preventing these cuts” in regard to Conservative cuts and their austerity programme¹⁴.

3. Some of the barriers faced by disabled students in getting to and participating in the national demonstration can include, but are not limited to:
   
a. Inaccessible/expensive transport

b. Inaccessible routes

c. Able-bodied/neuro-typical students telling them they are “too disabled” to go or be useful

d. A lack of tasks or activities available/advertised to disabled students making them feel as if they do not have a valuable role within our movement

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¹¹ http://anticuts.com/2015/05/25/wecantmarch-on-may-27th/

¹² http://anticuts.com/2015/05/25/wecantmarch-on-may-27th/


¹⁴ Ibid, Motions from 2015, Emergency Motion: From Election to Austerity
4. Despite these barriers, disabled students have, and continue, to go on demonstrations when they can march, and this should not be discouraged, but 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.

**NEC resolves**

1. To send out to Student Unions information about why it is important disabled students are involved in the national demonstration, and how they can put in measures to ensure disabled student’s involvement, e.g. accessible coaches

2. That there are certain requirements for the route chosen and operation of the demo, which include:
   a. That stewards are clearly marked by wearing fluorescent bibs
   b. Stewards are to be trained and able to inform and 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, as well as where the leaving points are.
      iii. Leaving points marked by stewards so that people are able to leave if they wish to
   c. The first bloc on the 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 the rally, and that the stage itself is accessible.

3. That there be an accessibility sub-committee for the planning of the national demonstration, in regard to the march and the route itself. This committee should be made up of the Disabled Student’s Officer and at least 2 other people from the Disabled Student’s Committee, so that people with different disabilities 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 the demonstration, doing tasks that are essential to direct action such as coordinating arrestee support, doing press work etc.

5. That NUS social media, and, where possible, NUS FTOs, share on multiple platforms resources that the NUS DSC put out regarding disabled students and the national demonstration. In the cases where it is appropriate, DSOs from the nations may also publish resources, in which case, nations FTOs should also seek to publish these from their social media platforms.
Supporting the Junior Doctors

NEC believes
1. That junior doctors, having rejected the unsafe, unfair contact Jeremy Hunt is attempting to impose on them, are about to start a new round of strike action to defeat it. We hail the junior doctors for their determination and militancy in defending their rights and defending the health service and we support their strike.

NEC resolves
1. That we will do our best to mobilise students in support of the doctors’ and other health workers’ struggles and encourage Constituent Members to do the same.
2. That we will link this message to demands for the reversal of cuts and privatisation in the NHS, the nationalisation of health and social care, and the creation of genuinely public, well-funded, free health and care services for all.
3. That we will have discussions and regular contact with the BMA’s Junior Doctors Committee, building on previous talks, in order to build solidarity with the junior doctors’ and other health workers' strikes and to build links in particular with medical, nursing and other NHS students.

PREVENT review

NEC believes
1. NUS currently have policy opposing the PREVENT initiative, as well as the Prevent duty introduced in the Counter-terrorism Security Act 2015.
2. NUS are joined by a growing swathe of organisations in this opposition to PREVENT who have become vocal in campaigning against PREVENT, in part emboldened by NUS’ strong recent stance.
3. That the Home Affairs Select Committee published its report into counter-terrorism measures “Radicalisation: the counter-narrative and identifying the tipping point” on the 25th of August, to which NUS contributed15.
4. The report recognises that PREVENT has become a ‘toxic brand’ and that approaches to counter-terrorism in the UK have created “suspicion and alienation” amongst those communities targeted by them - most prominently, Muslim communities.
5. It includes a number of recommendations, including reviewing and rebranding PREVENT as ‘Engage’, engaging more with “all sections of the Muslim community, including at the grassroots level”, as well as identifying social media as a site of counter-extremism as part of what members have dubbed, somewhat grandiosely, a “terrestrial star wars”.

15 www.publications.parliament.uk/pa/cm201617/cmselect/cmhaff/135/135.pdf NUS Are Mentioned on Page 22. The Video of NUS Oral Evidence can be found on HASC website here: www.parliamentlive.tv/Event/Index/7a49e18-262c-44a7-8a894-40f1ed936cad
NEC further believes

1. That our opposition is, and should continue to be, firmly rooted on the basis that PREVENT is fundamentally and irredeemably Islamophobic, damaging to civil liberties, and narrows the window of dissent. The perception of PREVENT as toxic is valid, and the grievances held by communities against it are legitimate.

2. Whilst we welcome the Home Affairs Select Committee adding their support for a review of PREVENT, we note that they uncritically accept many of the built-in assumptions about ‘extremism’ especially with regards to Muslim communities – including the apparent need for Muslim organisations to condemn acts of violence committed by Muslims.

3. That improving the PR image of PREVENT will not go nearly far enough to address these concerns, and if the deeply embedded Islamophobic assumptions on PREVENT are not confronted then any review will remain just that.

4. Likewise, we should not be under any illusion that any version of PREVENT since its introduction under Labour are models to aspire to - or that it has been anything other than Islamophobic since inception. Any allusions to returning to a Labour model of ‘grassroots surveillance’ should also be challenged.

5. That as Home Secretary, current Prime Minister Theresa May oversaw the vast expansion and bolstering of PREVENT and ‘counter-terrorism measures’. We should prepare accordingly for May’s government to continue down the reckless path of securitisation and criminalisation.

6. The philosophy and principles of British ‘counter-terrorism’ continue to be promoted and exported worldwide, from the USA to Europe. The emergence and growth of other illiberal and Islamophobic political moves such as the so-called ‘burkini ban’ in areas of France further demonstrate how Muslim communities continue to face unprecedented levels of state-sponsored attacks.

7. Thus, the necessity to challenge and expose PREVENT here remains clear, in order to set a defining precedent.

NEC resolves

1. For any future engagement with any independent review of PREVENT and/or ‘counter-terrorism’ legislation to be conducted according to the terms outlined above, and guided by the principle that PREVENT much be scrapped and uprooted, not merely rebranded and/or reformed.

2. To continue to campaign against PREVENT and the Prevent duty, and to proactively oppose any further cou

3. nter-extremism measures proposed that impact civil liberties and/or feed Islamophobia

Extend the No Platform Policy Online
NEC believes

1. NUS must actively campaign against racism, Islamophobia, antisemitism and fascism.
2. We have seen a significant rise in racism, xenophobia and Islamophobia following the UK’s decision to leave the EU.
3. A total of 3,076 hate crimes were recorded across the UK between 16 and 30 June – compared to 915 reports recorded over the same period in 2015.16
4. Tell MAMA, an organisation that records anti-Muslim incidents in the UK, recently reported that incidents of anti-Muslim abuse and attacks in public areas of the UK rose by 326% in 2015, with women disproportionately targeted.17
5. It also showed that far-right extremist groups are actively promoting hatred of Muslims on social media.
6. The Community Security Trust (CST), an organisation that protects British Jews from antisemitism, recorded 557 antisemitic incidents across the UK in the first six months of 2016, an 11% increase on the first six months of 2015.18
7. Last year we saw a rise in racist, islamophobic, and antisemitic attacks in our universities, with swastikas daubed on campuses, niqabs being ripped from Muslim women, and black students being assaulted in racist attacks.
8. In recent years, there has been a significant increase in online abuse towards Jews, Muslims, and LGBT+ individuals.
9. In the week following Brexit, complaints filed to police online hate-crime reporting site True Vision increased fivefold on the week before, with 331 hate crime incidents compared to a weekly average of 63.19
10. The Community Security Trust (CST) recorded 133 antisemitic that took place on social media in the first six months of 2016, up from 89 in 2015. The actual amount of antisemitic content on social media is actually much larger.
11. A large proportion of the online Islamophobic, antisemitic, and homophobic abuse has come from far-right, neo-Nazi communities.
12. The student movement must never give a platform to fascists because fascism seeks to eliminate free speech, democracy and annihilate its opponents and minorities.
13. We must ensure that campuses are safe spaces for students to live and study, and giving fascists a platform compromises the safe spaces that we must protect.
14. At NUS National Conference 2015, we no platformed National Action, a neo-Nazi group.
15. National Action continue to use social media platforms to promote and incite hatred against Jews and Muslims. Last year, they displayed their presence at Nottingham, Birmingham, targeting Jewish students with stickers that displayed the phrase: “Hitler was right”.

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NEC further believes
1. Combating racism and fascism should be at the heart of NUS’ and students’ unions work, especially in light of the rise in hate crimes across the UK.
2. Students’ unions and their academic institutions have a duty of care and protection to all their members’ safety both on and off campus, including on social media.
3. NUS first passed its no platform policy at NUS National Conference in April 1974 against a backdrop of increased racial tension, with groups such as the National Front inciting racial hatred on campuses.
4. NUS has a long-standing precedent for standing up to fascist and racist groups that seek to divide students on racial, religious or ethnic lines.
5. NUS has a record of not only standing up to fascist groups on the far-right, such as the British National Party (BNP) and the English Defence League (EDL), but also to groups such as Hizb ut-tahrir, Al Muhajiroun, and the Muslim Public Affairs Committee (MPAC).
6. However, with the emergence of social media there has not been a change to NUS’ no platform policy that accounts for this development.
7. Social media platforms have enabled racist and fascist groups to espouse their hate online, and NUS’ no platform policy must take this into account to ensure the safety of students.
8. NUS’ no platform policy mandates Officers, Committee Members and Trustees to not share a public platform with an individual or member of an organisation or group known to hold racist or fascist views. This does not however include on social media.
9. NUS Officers, Committee Members, Trustees, and candidates for NUS elections should not accept endorsement from or provide it to groups or representatives of groups who are on NUS’ no platform list.
10. At the NUS NEC meeting on 18th July, the NUS National President was unable to provide clarity on NUS’ no platform policy and how it applies to social media.
11. Sharing a platform does not simply mean sharing or providing a physical platform, it should also mean sharing or providing an online platform.
12. There is a need for a coordinated response across student unions to the rise in on- and off-campus abuse, but particularly abuse on social media.

NEC resolves
1. To actively challenge racism, Islamophobia, antisemitism and fascism.
2. Between now and National Conference, to ask DPC to produce guidance on applying NUS’ no platform policy to include sharing a virtual platform (on social media) with groups and/or representatives of groups that are on the NUS no platform list. This includes but is not limited to accepting or providing endorsement for such groups and/or representatives.
3. To work with student unions and social media outlets on campaigns to actively combat abuse on social media.

4. To promote no platform policies against racists and fascists within student unions.

**Brexit**

**NEC believes**

1. On Thursday 23 June 2016 the British people voted, by a small margin of less than 2% of the population – to leave the European Union (EU) by 51.9% to 48.1%.

2. The Leave campaign won the vote on the basis of lies and whipping up racism and xenophobia. The promise of £350million extra for the NHS every week was just one of these lies. Only a week before the vote Nigel Farage of the Leave campaign launched an anti-migrant poster which has been widely denounced as inciting racial hatred. The poster in question shows a queue of mostly non-white migrants and refugees with the slogan “Breaking point: the EU has failed us all.”

3. One week before the referendum took place Jo Cox MP, who was well known for her support and campaigning work for refugees and in defence of immigration, was brutally murdered. Her alleged murderer has links to fascist organisations20

4. Since the referendum result there has been a massive rise in racist and xenophobic hate crimes. Around five times as many hate crimes were reported to the police nationally in the week following the Brexit vote. Attacks on restaurants, shops, social media abuse and violent harassment of immigrants, Black people, international students and other minoritised communities has been on the rise.

5. Our universities, colleges and students are under serious threat following the leave vote – although the scale of how much this will adversely impact upon education will only be known for certain once the precise terms of Brexit have been negotiated. We should be concerned that leaving the EU could impact the 125,000 EU students currently studying at UK universities and the 43,000 UK university staff from other EU countries, that UK universities would be likely to lose the additional 15% of funding they receive from the EU, that UK students could have their freedom of movement restricted and cease to benefit from the Erasmus exchange program, which has provided funds for over 200,000 undergraduates to travel to EU countries to study as part of their degree.

6. Prime Minister Theresa May has also recently announced plans for new proposals to further limit international student numbers, which are likely to include reduced numbers of student visas issued, so as to “develop sustainable funding models that are not so dependent on international students”.

7. In effect these moves will only further undermine the education sector which depends on freedom of collaboration and movement for research and learning purposes.

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20 [https://www.splcenter.org/hatewatch/2016/06/16/alleged-killer-british-mp-was-longtime-supporter-neo-nazi-national-alliance](https://www.splcenter.org/hatewatch/2016/06/16/alleged-killer-british-mp-was-longtime-supporter-neo-nazi-national-alliance)
NEC further believes

1. It is vital that NUS engages in the debate over what the terms of Britain leaving the EU should be. NUS’ focus in the debate should be on defending students and education, supporting jobs and workers rights and arguing for environmental protections and freedom of movement. We must oppose all attacks on immigration and challenge the myths and lies against immigrants and refugees.

2. A democratic deficit has been created by the fact that the EU referendum debate was dominated by lies and the vote was on something abstract rather than concrete. The electorate were told that leaving the EU would stop ‘uncontrolled immigration’, bring back Britain’s ‘sovereignty’, allow Britain to spend the subsidy it currently gives to the EU on the NHS. At the same time the electorate were told that if Britain came out of the EU it could maintain all of the benefits of EU membership – free trade in Europe, all the protections that came with EU legislation for human rights, the environment, for working conditions and for students. In reality this is not what the final terms of the Brexit will look like, as all of the EU leaders have made clear. What is actually at stake has yet to be negotiated.

NEC resolves

1. To campaign against the massive wave of racism, xenophobia and bigotry unleashed by the EU referendum campaign and result. NUS must defend international students, all students experiencing racism and xenophobia as well as confront the myths about immigration and defend freedom of movement within the EU.

2. To campaign for the terms of Brexit to include: keeping freedom of movement and no attacks or ‘controls’ on immigration, defending the immigration status and rights of EU international students, maintaining the funding for UK universities and all of the benefits students currently enjoy through EU membership and maintaining the jobs, workers’ rights as well as environmental protections that currently come along with EU membership.

3. To campaign to keep Free Movement as a key demand.


NEC believes

1. The Tory government’s austerity agenda is causing a cost of living crisis, plunged millions into poverty, is harming our public services from the NHS to education and is leaving the majority of society worse off.

2. Students have been hit hard by £9,000 fees, mortgage sized student debt, the scrapping of grants and student support, the housing crisis and the massive cuts to our colleges and universities.
3. The Tory government is deepening its attack on students and education this year with the ‘Area Reviews’ in further education which will devastate our colleges, alongside a marketization agenda in higher education which will see tuition fees increased yet again at the UK’s elite universities.

4. Last year NUS supported a TUC mobilization against the Tory government during their annual conference.

**NEC further believes**

1. On the first day of the Tory Party Conference happening in Birmingham on Sunday 2 October, thousands of people are to march against austerity and the cuts in a national demonstration organized by the People’s Assembly Against Austerity and the trade union movement.

2. NUS should be at the heart of the national demonstration outside Tory Party Conference, putting forward the demands of the student movement to the government with a focus on demanding an end to education cuts and the scrapping of tuition fees.

3. NUS should work closely with the People’s Assembly Against Austerity, its student wing the Student Assembly Against Austerity and the National Campaign Against Fees and Cuts to mobilise as many students as possible to attend this demonstration.

**NEC resolves**

1. To support the People’s Assembly Against Austerity’s national demonstration outside Tory Party Conference on Sunday 2 October 2016 in Birmingham.

2. To organise a student bloc on the national demonstration outside Tory Party Conference alongside the Student Assembly Against Austerity and the National Campaign Against Fees and Cuts.

3. To promote the national demonstration outside Tory Party Conference on NUS’ social media and website to Students’ Unions and students.

**Meeting date: 8 December 2016**

**Motion 1: One Day Without Us**

**NEC believes**

1. Since the Brexit vote, we have seen levels of xenophobia and racism that have been increasingly legitimised.

2. On February 20th, a national day of action will take place called One Day Without Us.

3. The Migrant workers and their supporters are planning a day of action to highlight their role in the UK in what is being billed as a celebration of the contribution they make to British society.
4. The trigger for the event was profound concern about worsening attitudes to migrants in the UK.

**NEC further believes**
1. We must fight back against escalating attacks on migrants 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 emphasise the variety of work migrants undertake to help keep the UK afloat – from NHS doctors to those who staff the hospitality sector.
3. Migrant strikes 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.
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.

**Motion 2: Solidarity With #FeesMustFall**

**NEC believes**
1. Launched a year ago in October 2015, #FeesMustFall has taken a strong stand for a free and decolonised education in South Africa.
2. The movement has highlighted how racism, classism, sexism, able-ism and other forms of domination intersect in the modern neoliberal university.

**NUS further believes**
1. The determination and steadfastness of students, workers and activists in their demand for free and decolonised education has been an inspiration to many across the globe

**NEC resolves**
1. We stand in solidarity with students, workers and activists in South Africa, demanding a free and decolonised education system.

2. We condemn the State-sponsored violence that has been a response to the legitimate protests of the movement.

3. We call for the ceasing of all mass arrests and abuse of legal processes in South Africa, and an end to the use of violence by universities through private security.

4. We call for South African universities to bring back all suspended, expelled, and interdicted student activists who have participated in #FeesMustFall, and to take a public stance supporting the call for free decolonised education.

**Motion 3: Justice for TOEIC Victims**

**NEC believes**

1. In February 2014, BBC’s Panorama aired an ‘investigative’ episode which showed some people taking the ETS Test of English for International Communication (TOEIC) test were cheating by using ‘proxy’ test takers who took the test in their place. The test was one of a number approved by the Home Office to prove the requisite level of English in connection with visa applications, including student visas.

2. Upon Panorama’s discoveries, the then Home Secretary Theresa May promised to ‘do something about it’.

3. Within a few months, Educational Testing Services (ETS), the US Company which ran the tests, provided to the Home Office two lists of people who had taken the previously Home Office-sanctioned test. They had used a hastily prepared computer analysis programme to run all of the voice recordings of the speaking element of the tests and identify those which appeared to contain the same voice more than once, and therefore, a proxy test taker. People in one list were labelled ‘cheats’ (ETS had decided their tests to be ‘invalid’) and the others ‘suspected cheats’ (ETS had decided their tests to be of ‘questionable’ validity), in total naming over 50,000 individuals.

4. Immigration removal action was taken against the individuals identified on these lists shortly thereafter, leading to over 1,400 of them being detained in detention centres for removal to their home countries.

5. About half of those named have already had action taken against them.

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We understand that the ‘invalid’ label was used where ETS considered there to be evidence of a proxy test taker on the voice recording of the test, and the ‘questionable’ label was used to identify all other tests where, although there was no evidence of a proxy test taker on the recording, ETS considered there to be some other reason to question the integrity of the test, such as the test was sat at a testing centre where ETS had identified the use of proxies in other tests, or where it considered there to be "some other administrative irregularity".  

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21 We understand that the ‘invalid’ label was used where ETS considered there to be evidence of a proxy test taker on the voice recording of the test, and the ‘questionable’ label was used to identify all other tests where, although there was no evidence of a proxy test taker on the recording, ETS considered there to be some other reason to question the integrity of the test, such as the test was sat at a testing centre where ETS had identified the use of proxies in other tests, or where it considered there to be "some other administrative irregularity".
6. The vast majority of those against whom action has been taken were not/have not been given an in-country right of appeal, i.e. the right to defend themselves before being removed from the country. Some have no right of appeal at all, i.e. they are not permitted to challenge the allegations against them here in the UK or even after leaving the country either, either because of the process adopted by the Home Office side-stepped this legal protection, or because appeal rights for international students were removed in April 2015.

7. An NUS commissioned expert report, that of Dr Harrison of JP French Associates (dated 5 February 2015), cast serious doubts on the evidence that the Home Office relied upon to identify the cheats and suspected cheats.


9. In Court of Appeal hearing, the court was critical of the Home Office’s handling of these cases and the court called for better case management by the Home Office, and for a review of similar cases (there are some 350 cases pending in the Court of Appeal).

10. On 2 November 2016, the Court of Appeal refused Mr Gazi permission to appeal (from a decision of the President of the Upper Tribunal) the January 2015 decision to remove him from the UK, with only a right of appeal from Bangladesh. Since the Home Office did not have Dr Harrison’s report when it made the decision to remove Mr Gazi (because it was not then in existence) it was entitled to reach the conclusion that there was strong evidence that Mr Gazi had cheated, thus meeting the legal test that he should be removed to appeal from abroad.

11. It is understood that in similar cases the Court of Appeal will shortly refuse permission to appeal, and the students will be told by the Home Office that they must leave the UK to appeal from abroad. It is understood that there will be no review of these cases by the Home Office.

12. Many students fear returning to their home countries with the allegation of cheating against them, not only because this will adversely affect their future international visa applications, but primarily because of the stigma attached to an allegation of cheating and the reception and backlash they will receive because of it.

13. Some students come from small villages in their home countries with limited or sporadic access to electricity and the internet access. For these students, it would not be practical or feasible to bring an appeal once they have returned home. It is notable that the Home Office has not provided any information identifying the number of out of country appeals that have actually been brought, or that have been successful.

14. As also noted above, there are some students that do not have a right of appeal at all, whether in country or out of country. The lead judicial review case on this issue is that of Mohibullah which was heard in the Upper Tribunal on 1, 2 and 4 August 2016. Judgment in this case is still pending.
**NUS further believes**

1. An enquiry was launched by the Home Affairs Committee in April 2016 into the way the Home Office handled the situation due to demand from NUS and other organisations. The inquiry is still ongoing.
2. Given the chair of the Home Affairs Committee has been replaced, there is a concern that the matter would fall off the agenda and the Home Office and Theresa May would not be scrutinised for their actions.
3. The Home Office is reviewing all appeal cases in the Court of Appeal but it is understood that there will be no review of the majority of cases, which are judicial review cases (like that of Gazi) where there is only an out-of-country appeal.
4. Even of the very few who had the opportunity and means to defend themselves in successful in-country appeals many have had their subsequent visa applications rejected.
5. Many of the affected students who are in touch with us have and continue to suffer from mental health problems arising from the stress of the situation they have found themselves in over the past couple of years.
6. We know of at least one case where the wife of one of the accused students lost her unborn baby due to the stress she was under.
7. Many have been denied access to the NHS or have been asked to pay for any treatment they receive as they are considered to be in the UK illegally despite that their cases are still ongoing.
8. Many affected students were studying degrees which require a high level of English proficiency and were performing very well, clearly proving they would have had no reason to cheat at their English language test.
9. Many affected students had paid thousands of pounds to colleges and universities but have been prevented from completing their studies.

**NEC resolves**

1. National Union of Students supports those affected by the Home Office’s disproportionate actions and politically motivated criminalisation of such a big proportion of our membership.
2. NUS asks that all cases (not only in-country appeal cases) are subject to review by the Home Office - with independent oversight - in the light of the various expert evidence and judgments that have become available since most decisions were taken in 2014/2015, and that all students are interviewed before a new decision is reached. If, following the review, the Home Office remains of the view that the evidence against a student reaches the evidential burden, such to justify making a formal decision that they cheated, all students should be afforded an in country right of appeal so that they have a fair opportunity to put forward their evidence in response in an appeal.
3. NUS requests that the Home Affairs Select Committee make enquiries to the Home Office and the First Tier Tribunal/Upper Tribunal (Immigration and Asylum Chamber) to identify the number of out of country appeals that have been brought, and that have been successful, following removal of a student accused of TOEIC fraud to determine if out of country appeal should at all be considered.

4. NUS demands that the Home Affairs Select Committee concludes the inquiry with actionable, fair and clear outcomes as a matter of urgency.

5. NUS strongly recommends the Home Office to consider offering each student a retest of a suitable English Language test, in order for students to prove proficiency in their English ability, eliminating the requirement for numerous lengthy litigations.

6. While NUS is fully aware no amount of money or any kind of apology can undo the unspeakable injustice that these students have faced, we demand compensation, monetary and otherwise for those who have been wrongfully accused of unlawful behaviour.

Motion 4: Student Survivors Deserve Better

NEC believes
1. Recent research has highlighted the problem of abuse and harassment by staff towards students, and faced by, particularly junior, women staff.

2. Sussex University allowed a senior lecturer to continue working despite allegations of abuse and police investigation. At Goldsmiths, Sara Ahmed, the former head of the Centre for Feminist Research, publicly quit her post, citing ongoing and endemic harassment.

3. Last month Universities UK published the findings of its taskforce on campus sexual violence, alongside guidance replacing the outdated Zellick Report.

4. That we welcome this work and is happy to see that survivors will no longer be forced to report incidents to the police before receiving any support from their universities.

5. However, that the guidance and report did not adequately consider harassment and abuse perpetrated by staff, and indeed, that staff themselves face, is a serious failing.

6. That the abuse and harassment endemic in higher education cannot be understood without seeing it in the context of marketisation and cuts. These make it harder for survivors to speak out, fearing for their future careers.

NEC resolves

1. To stand in solidarity with students and staff who have faced harassment and abuse and challenge institutional cultures which enable and mask abuse.

2. To produce resources to support students facing and wanting to campaign against sexual violence perpetrated by staff, and to offer our support to existing campus campaigns.

3. To demand that universities record and make public their data on sexual violence, including that faced by staff.

4. To work closely with the 1752 Group to carry out research into experiences of student-staff misconduct and produce a report at the end of the research.

Meeting date: 28 February 2017

Motion 1: Support Picturehouse Strikers

NEC believes

1. That workers at Picturehouse cinemas have been striking since September for the Living Wage, sick pay, maternity/paternity pay, and union recognition.

2. That the owner of Picturehouse, Cineworld, made £30 million profit in the first half of 2016.

3. That many students are employees of Picturehouse.

4. That Picturehouse often sells memberships and conducts marketing through Students’ Unions.

5. That we support the demands of the Picturehouse workers and we want them to win.

6. That they set a good example for all low-paid workers and their victory will encourage others.

7. That striking for better pay is an excellent way to fight inequality.

NEC resolves

1. To publicise the Picturehouse dispute and encourage members to support their strike fund.

2. To encourage students who work for Picturehouse to join BECTU and find out about the dispute.

3. To encourage Students’ Unions to deny Picturehouse access to Freshers’ Fairs and other marketing opportunities until they concede to the demands of the strikers.

Motion 2: NUS to Condemn Muslim Ban

NEC believes

1. Donald Trump’s first days in office have been marked by repeated acts of naked racism and xenophobia.
2. Black people are disproportionately impacted by Trump's administration through mass incarceration, state surveillance, state executions through police brutality and now black Muslims through the muslim ban.

3. The administration's decisions continue the state violence of migrants and Muslims, especially black muslims who face the double of oppression of anti-black racism and islamophobia.

4. The so-called Muslim Ban, which prevents migration from Syria, Iraq, Iran, Sudan, Libya, Somalia and Yemen, is the latest state violence issued by the US.

5. US citizens with dual nationality as well as Green Card holders have been stopped at borders.

6. Detained persons have been questioned about their religious and political beliefs and affiliations, including on their support for President Trump.

7. The British government has remained silent and repeatedly refused to comment on its US counterpart’s actions.

8. The British government has remained silent on the US state violence enacted by racist ideology and policies.

9. The British government’s own track record on the targeting of migrants and Muslim communities has led many to believe that its silence is motivated by tacit support for President Trump’s actions.

**NEC further believes**

1. That the structural discrimination of minorities and the most vulnerable by governments is unacceptable.

2. That migrants are welcome in our society.

3. Anti-black racism and added islamophobia doubly impact black muslims.

4. That Muslims should never be targeted for their faith or their beliefs.

5. That the right of free movement is a key human right.

6. That the British government’s own policies regarding Migrants, black people and Muslims are practically and institutionally racist.

7. That students and students’ unions have a key role to play in offering support and solidarity to those affected by the ban.

8. That students and students’ unions have a key role to play in the development of effective and broad political movements to turn the tide of xenophobia and Islamophobia which have been normalised for too long within our society and are reaching worrying heights.

**NEC resolves**

1. To support demonstrations and actions taken by students and community groups against the ban as well as against our own government’s complicity.
2. To continue to campaign against the UK government's discrimination of migrants, Muslim communities and black lives.
3. To encourage students to offer refuge to stranded migrants, students, and dual-nationality US citizens.
4. To collaborate with migrant solidarity campaign in the UK against detention centres and deportations such as the 'Shut Down Yarls Wood Campaign' and 'Black Lives Matter'.

**Motion 3: Motion of Censure for VP UD**

**NEC believes**

1. Al Jazeera did an investigation into the actions of the Israeli Embassy.
2. During the course of this investigation which found influence by the Israeli Embassy leading to dismissals and resignations, the investigation led to Labour Students and NUS.
3. The investigation implicated Richard Brooks who stated he was organising against the NUS President.
4. Richard was filmed stating that he went on an all-expense paid trip to Israel.
5. Student in HE and FE unions have released statements and open letters in response to the findings of the investigations demanding that VP Richard Brooks be held to account by the appropriate democratic body. Others have called for his immediate resignation.

**NEC further believes**

1. That NEC was not informed of any such trip
2. That NEC is the accountable body for the Vice President Union President
3. That NUS FTOs are obliged to declare significant benefits of this kind
4. Richard has rejected all wrong-doing and claimed that the undercover reporter was introduced to him as a student organiser.
5. NEC rejects the notion that it is acceptable for a VP to hold a meeting to discuss the undermining of a democratically elected officer with a student introduced by an embassy, and therefore by a foreign government.

**NEC resolves**

1. To censure the Vice President Union Development for violating democratic procedures of accountability

**Motion 4: Condemn the violation of BDS policy**

**NEC believes**

1. Several members of NEC have taken part in an all expenses-paid visit to Israel and Palestine in January 2017.
2. Evidence strongly indicates that this trip included trips to settlements, classified as illegal under internal law; land from which Palestinians have been ethnically cleansed and which are re-populated exclusively by Israeli settlers.2526

3. NUS has democratic policy on supporting the Boycott, Divestment & Sanctions movement. BDS is a movement rooted in human rights that promotes freedom, equality and justice for the Palestinian people occupied, colonised and brutalised by the state of Israel, and which outlines a strategy of leveraging pressure on the state of Israel and on our own governments and institutions.

4. Our BDS policy was voted through and later re-affirmed, on the back of growing support for BDS among our membership. This support itself was born of the recognition that all previous tactics of engaging with Israel only enabled, facilitated or validated its flagrant human rights abuses – including its apartheid policies, ethnic cleansing, its inhumane siege on Gaza, its colonial practices throughout the West Bank and more.

5. Undertaking trips such as these that serves to undermine BDS policy and run counter to the principles of solidarity with the oppressed Palestinian people that inform it.

6. A petition initiated by FE college students criticising the decision of the FTOs concerned has been signed by hundreds of students, and has urged the NEC to hold them to account.

7. An open letter signed by 32 Palestinian student and/or student-led organisations urged the FTOs to reconsider their participation in the trip.

NEC further believes

1. The decision to participate in the trip represents a violation of NUS’ democratic policy on BDS and warrants censure.

2. Coming at a time when Al Jazeera’s ‘The Lobby’ documentary series has raised serious allegations of interference by the Israeli embassy and related organisations into NUS’ democratic structures, the decision to participate in such a trip shows a disregard for the for the stability of NUS.

3. Coming at a time when the UN Security Council has recently reaffirmed the illegality of settlements under international law, the decision to visit settlements as part of trip is an embarrassingly regressive one, and an affront to the values of human rights and respect for international law that the student movement embodies.

4. The situation in Israel and Palestine is not an equally balanced equation – Israel is a militarised state that enjoys broad support and funding from superpower nations, whereas the Palestinians are an occupied and subjugated population.

26 https://twitter.com/mcbrie486/status/822434176884359580
27 https://life Palestine.tumblr.com/
28 https://www.varsity.co.uk/news/11709
30 http://www.thetimes.co.uk/article/8b226812-d805-9116-a049-61058409b14c
5. There is a vast expanse of writing and documentation available for education on the Palestine-Israel issue. It does not require all expense-paid trips to formulate a political opinion.
6. International solidarity with a people should be rooted in a principled position of respect for human rights and dignity, and against oppression and should not be swayed by full-expense paid trips.

**NEC resolves**
1. To condemn the participation of NEC members in trips, which contribute, to the normalisation of the situation of Palestinians
2. To condemn the normalisation of Israeli settlements which are illegal under international law
3. To condemn the violation of BDS policy by elected officers and members of the NEC
4. To re-affirm our solidarity with the oppressed people of Palestine

**Motion 5: Unaccompanied Children in France**

**NEC believes**
1. The ‘Dubs Amendment’ created a scheme for unaccompanied refugee children in Europe to be offered safe refuge in the UK by inserting a special section into the Immigration Act 2016 [Section 67].
2. The amendment passed through Parliament in May 2016 with many Parliamentarians speaking passionately about our collective responsibility to pull our weight to ease the refugee crisis and offer protection to children forced to flee their homes without parents or other family.
3. At the time the Dubs Amendment was passed, it was estimated that there were 90,000 unaccompanied children in Europe.
4. The House of Lords wanted to offer sanctuary to 3,000 children under the scheme and pushed through the ‘Dubs Amendment’ named after the proposer, Lord Alf Dubs.
5. To date, only 200 children have been brought to the UK from France (mainly directly from the Calais camp) under the Dubs Amendment Scheme.
6. However at least 100 unaccompanied children are living in dangerous conditions in the Dunkirk camp. Yet the Government has not yet considered any children from the Dunkirk camp for transfer to the UK under the Dubs Scheme.
7. Children in the Dunkirk camp are at serious risk of trafficking, sexual exploitation and abuse, violence and exposure to drugs such as heroin and morphine.
8. Children under the age of 16 living in the Dunkirk camp are not receiving proper full time education in schools and children between the ages of 16 and 18 (who do not want to claim asylum in France) are denied access to any education.
9. The camp’s population has increased beyond capacity: facilities are overused posing severe risks to health and sanitation. Many of these children live in overcrowded shelters – there can be as many as twelve sharing a space designed for just four people. At least 40 unaccompanied children do not have a shelter and are bedding down on floors in communal areas.

10. There are also a significant number of unaccompanied children in Paris who are similarly excluded from consideration for transfer under Section 67, Immigration Act 2016. Many of whom are sleeping rough in areas such as St Denis and the north of the city, after the so-called ‘Stalingrad’ camp was broken up by police. We understand that many of the children in Paris were previously resident at the Calais camp.

11. That the Government’s Vulnerable Children’s Resettlement Scheme has recently stopped accepting children with complex needs, including those with disabilities and learning difficulties due to a lack of suitable accommodation and “suitable reception capacity.”

NEC further believes

1. The numbers of unaccompanied children living in the Dunkirk camp have increased over the last nine months and we are deeply concerned that neither the French nor UK authorities have taken responsibility for protecting them. The UK government must keep to its commitments, made in Parliament to give sanctuary to a number of unaccompanied children.

2. The government must, as a matter of urgency, start considering unaccompanied children from the Dunkirk camp for transfer to the UK under Section 67, Immigration Act 2016.

3. The denial of these children access a proper education - by both the French and British authorities is something that NUS should must be at the forefront of challenging.

4. The specific exclusion of disabled children from entering the UK as asylum seekers speaks to the wider disableist rhetoric, policies and beliefs purported by the Conservative Government – namely, that disabled people are a "drain on the system" which can be seen through the massive cuts to disability benefits.

5. There is a significant lack of accessible housing and our public services are under immense pressure – however, this is not due to (disabled) refugees, but due to policies of austerity.

NEC resolves

1. To encourage individual Students’ Union to contact their MPs and any member of the House of Lords who has a relationship with their institution to pressure the government publicly and in private to honor its obligations.

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2. To encourage Student Unions and work with other education trade unions to call on their educational establishments to lobby the government and to support our calls for “right to live and the right to learn” for unaccompanied children in the UK.

3. To work with activists and lawyers who are present at the camp to see what logistical support is needed and help individual unions to arrange for these needs to be addressed.

4. The president to publish an open letter to the Prime Minister and the Home Secretary, reminding them of their obligations under the amendment and raise the issue of access to education, healthcare and decent housing conditions as a matter of urgency.

5. To circulate the crowdfunding campaign organised by Dunkirk Legal Support team “Help Bring Dunkirk’s Forgotten Children to safety” to NUS members and over social media (https://www.crowdjustice.org/case/dunkirk-unaccompanied-children/)

6. When campaigning for the right of refugee children to come to the UK, to specifically mention the plight and additional needs of disabled refugees – e.g. accessible housing, disability benefits, suitable accommodations in education.

Emergency Motion 1: Shiromini Satkunaraja

NEC believes
1. on 21/2/17, Bangor University student Shiromini Satkunaraja and her mother, Roshani, were arrested and detained to be deported to Sri Lanka.

2. That Shiromini is due to complete her degree at the end of this academic year, and deportation on the proposed date of 28/2/17 would have precluded her completion - projected to be a first class honours degree.

3. Bangor SU Vice President Helen Marchant and NUS Wales Deputy President Carmen Smith have led a campaign over a very short period of time, to have secured Shiromini and Roshani's release from Yarl's Wood detention centre yesterday Monday 27/2/17.

4. Shiromini and Roshani’s lawyer has stated, “these positive developments came about only because this case has seen a groundswell of public opinion” crediting the coordination by NUS Wales of a huge response by the student movement to secure the release of one of our own.

NEC further believes
1. The Westminster Government's immigration and asylum policies are inhumane, dehumanising and rely on tropes of "the other"
2. Securing the safety of a third student in a year who is within the confines of the asylum process, is a significant win for the student movement and demonstrates the true purpose and value of our collectivism.

NEC resolves
1. For the President to write together with the Presidents of NUS Scotland, NUS Wales and NUS-USI, to the Home Secretary, Amber Rudd, specifically noting our concerns with the treatment of students who are asylum seekers and refugees, but underlining our belief that students should be removed from net migration targets.
2. For NEC to congratulate Helen Marchant of Bangor SU, and Carmen Smith of NUS Wales, for the hard work and national coordination of the campaign to release Shiromini and Roshani from detention.

Meeting date: 30 May 2017

Motions Remitted from National Conference 2017

Motion 302: Student friendly SU student groups
Conference believes
1. Many SU student groups (societies and clubs) operate their funding through the Student Union, often through a cash office.
2. This requires students to go to the Student Union in person in order to operate their student group finances.
3. Many students would need to organise student group events over holiday times. This means that to organise their funding they need to go into the Student Union cash office in organise their student group events. This poses as great difficulty to the student group committees.
4. This poses particular problems for distance learners and mature and part-time students, and student unions with satellite campuses.

Conference resolves
1. Work with Student Unions to help transfer all student group finances to an online system so that students can organise society events remotely.
2. Help Student Unions to develop a user-friendly student group interface.

Motion 304: It’s all about the tactics
Conference believes
1. That in the past 20 years there has been a dramatic increase in the amount of outsourcing of services in universities and colleges.
2. Many services previously run by student unions are now run by private providers.
3. In many cases student unions no longer run any commercial services
4. NUS Services currently provides support for unions who run services like bars, shops, café’s and nightclubs
5. NUS Services currently doesn’t provide services for unions where the bar, shop, café or nightclub are run by a private provider
6. NUS Services is a core part of the NUS offer
7. A Freedom Of Information (FOI) request at Sussex University revealed contract conditions which were negative for students

Conference further believes
1. Outsourcing in the public sector to profit driven private providers leads to a focus on profiteering
2. Outsourcing compounds the challenge of students being treated like consumers and not partners
3. Outsourcing leads to increased costs and reduced quality
4. Outsourcing is a favoured trick by this Tory government
5. Student unions have no divine right to run commercial services and have in some cases run services poorly
6. That some student unions have conducted boycott’s against outsourced providers
7. That boycotts are a legitimate tactic
8. That other student unions have chosen to constructively engage
9. That constructive engagement can lead have a positive impact and that through dialogue constructive engagement can produce incredibly positive impacts
10. That the student movement has a long and proud tradition of constructive engagement which has changed the world for the better
11. That constructive engagement is a legitimate tactic
12. That constructive engagement should always be the first approach taken, and boycotts should be reserved for when constructive engagement has broken down
13. That the Sussex University FOI proves that making FOI requests can produce insightful results
14. That unions with no commercial services should also receive support relating to their campus services
15. That unions with no commercial services have the least favourable member benefit statements
16. That the number of unions not running commercial services is increasing
17. That NUS Services not providing support to those unions in relation to campus services provides a major strategic risk to the student movement
18. That addressing this risk should be an absolute priority

Conference resolves
1. To do something about this...
2. For NUS to make a FOI request to every institution in the UK regarding the details of its outsourced contracts
3. To make the results of these FOI requests publically available to all student unions
4. To highlight any patterns, trends or concerns which this reveals
5. To include working with outsourced providers in the NUS Services work plan for 2016/17
6. For this to include providing support for unions seeking to improve campus services which they do not control
7. To open discussions with the main providers of university catering, cleaning and security to seek national improvements to standards and costs
8. To publish guidance to student unions on the legal status of provision which is not directly delivered by either the institution or the SU
9. To constructively engage nationally on behalf of students wherever possible as a first resort

**Motion 305: Make University Sports Inclusive For Trans and Intersex Students**

**Conference believes**

1. That trans and intersex students should be able to train and compete in whichever sports team best fits their gender identity;
2. That external associations, which some university sports clubs choose to affiliate with, should revise their policies to work towards complete inclusion for trans and intersex students; and
3. That trans and intersex students should not be asked to disclose their legal gender or personal medical information to participate in university sport, including details regarding hormone replacement therapy. These demands act as barriers and can make sport inaccessible for trans students who cannot or do not wish to medically transition and can alienate and prevent those who are medically transitioning from partaking in sport. Furthermore, intersex students can feel unwelcome in gendered sports teams altogether.

**Conference further believes**

1. That the policies produced by BUCS, the FA, and the RFU regarding trans and intersex athletes are not suitable for higher education, due to their outdated language and exclusionary demands for medical information and gender certificates from students; and
2. That Durham Students’ Union’s recent policy regarding trans and intersex inclusivity is appropriate for all higher education institutions, for it allows trans and intersex students to compete and train in whichever team best fits their gender identity, providing the team is not affiliated with external sporting associations and their policies.

**Conference resolves**

1. To ensure that the NUS Vice President (Union Development) works with the NUS Trans Officer to produce a set of good practice guidelines for trans and intersex students for all HE/FE institutions to follow, which encourages institutions to write a policy, that allows trans and intersex students to compete in whichever team best fits their gender identity without having to disclose any personal
medical information, including details regarding hormone replacement therapy, or their legal gender, with obvious exceptions for sport teams bound by policies from external affiliations;
2. To lobby external sporting associations to revise current policies or to create a specific higher education policy to ensure that university sport is wholly inclusive of trans and intersex students;
3. To ensure the NUS Vice President (Union Development) is consulting with the NUS Trans Officer and continually working together with HE/FE sports organisations to ensure they are aware of the laws protecting trans and intersex students in the UK; and
4. To ensure that NUS campaigns on LGBT+ inclusivity in sports also highlight the difficulties trans and intersex students face in sport.

**Motion 309: It’s not a bar it’s a union**

Conference believes
1. One of the largest sources of revenues for Student Unions is taken at the Bars and Pubs.
2. Majority of Student Union events take place in Union Bars and Pubs.
3. Student Unions require a minimum bar spend when societies wish to use the Bars and Pubs for events.
   This encourages a culture where alcohol consumption is central to events.
4. This culture makes many students feel uncomfortable or unwelcome in their Union or society socials

Conference further believes
1. Alcohol related welfare concerns, such as alcoholism, binge drinking and crime & disorder could be combated through increased alternatives to alcohol related activities.
2. Student Unions have a duty of care to discourage alcohol related crime and disorder.

Conference resolves
1. To encourage Student Unions to develop alternatives to bars and pubs as locations for society socials.
2. To ban the minimum bar spend for student societies when they hire Student Union bars and pubs.
3. To encourage Student Unions that are redeveloping their Union building, to increase non-alcohol related social venues i.e. cafes, canteens and restaurants.
4. NUS to provide training for Student Union staff in order to provide alcohol free alternatives for society and Student Union events.
5. To work with Student Unions to provide training for SU staff in raising awareness of alcohol related issues.
6. To utilise the NUS Alcohol Impact Survey in the development of Student Unions and Societies.

**Motion 311: Digital NUS Card**

Conference believes
1. The physical NUS Extra Card is unnecessary for most students and cutting it out or cutting it down would reduce plastic waste
2. NUS Extra commission rates benefit Students’ Unions with small block grants less than £10,000
3. The NUS Extra Card app allows for photo identification
4. The NUS Extra Card is managed by NUS Services Limited
5. The NUS Extra Card is rivalled by free service UNiDAYS who manage their discounts without a physical card
6. Companies such as Marks and Spencer have digital cards available on their app which can be scanned at the checkout

Conference further believes
1. NUS’ mission on sustainability outlines that they ‘will provide leadership on social responsibility and sustainability in the sector’ and ‘will research sector trends and deliver impactful change programmes’
2. Students’ Unions can still have a role in registering users, but abolishing physical cards would save them time on printing
3. Northumbria Students’ Union data shows that 3311 cards were sold online between August 2015 and July 2016, plus 447 sold in-person
4. Reduction of printing, plastic and transport of cards would be a positive sustainability win on a national scale
5. More app users would create opportunities to engage students through occasional promotion of key NUS messages
6. Students’ Unions could gain more footfall from the app by introducing discounts in their own venues

Conference Resolves:
1. To mandate the Vice President Union Development to lobby NUS Services Limited Board to:
   a. Upgrade the NUS Extra App to allow for a digital card
   b. Phase out the physical NUS Extra Card over the next 3 years
   c. Work closely with ISIC to negotiate if this will work, and if not, implement a system where those who request ISIC can have a physical card delivered to them on request.

Motion 405: Work Work Work Work Work

Conference believes
1. NUS 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 29% 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.

**Conference resolves**
1. To work with the TUC to promote students’ rights at work.
2. To work with the TUC to secure Trade union membership for all NUS Extra Cardholders
3. To explore the effects of government’s immigration rules on the exploitation of international students in the casual labour market and campaign for change.
4. To work with the trade union movement to campaign for improved workplace rights and protections, especially for casual, temporary and agency workers.
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 further investigate the employment conditions of students, specifically postgraduate, and work towards guidelines for union-level support.

**Motion 407: Food allergies are not a lifestyle choice**

**Conference believes**
1. Many students suffer from allergies, but at present these are categorised as ‘dietary requirements’ and not as access requirements.
2. Food allergies differ from dietary requirements in so far as the individual suffering from an allergy has diagnosed health risks if they are brought into contact with these foods.
3. Students who suffer from allergies may incur greater costs in order to have a ‘free from’ diet.
4. HE and FE staff do not necessarily understand the access requirements of students suffering from allergies.

**Conference further believes**

1. At present Student Unions and NUS do not know how best to support students suffering from allergies as they are unaware of the requirements needed.
2. Students who suffer from food allergies should be consulted so as to determine the most appropriate course of action to take in providing more extensive access needs for students who suffer from allergies.

**Conference resolves**

1. SU's should implement measures to reduce costs for products sold on campus specifically for individuals with food allergies.
2. Include allergy awareness in the health and safety training for halls of residence staff and raise awareness of necessary access requirements. This could be through working with networks such as the Anaphylaxis Campaign, which helps to support people at risk of severe allergies.
3. Ensure that Welfare officers are aware of these requirements and take a leading role in implementing changes where appropriate.
4. To encourage SU's to conduct a survey of its members to ascertain which food allergies are more prevalent and consult students in the best ways that SU's can assist students.

**Motion 410: Accommodating religious students**

**Conference believes**

1. In Judaism, the Jewish Sabbath begins on Friday afternoon/evening.
2. During the winter, the Sabbath can begin during university hours.
3. There are certain acts that religious Jews do not do on the Sabbath that include not writing, carrying, travelling, using electricity and handling money.
4. In Islam, Friday's communal prayers are obligatory for observant Muslims.
5. Friday prayer times are 12.45pm in the winter and 1.15pm in the summer. Students need to be there some time before for ablutions.
6. Jewish festivals, such as Shavuot, often fall during summer exam periods and have similar prohibitions that apply to the Jewish Sabbath.
7. Ramadan and other Muslim festivals and fast days fall during summer exam periods.

**Conference further believes**

1. Religious students can be deterred by unhelpful and unaccommodating HE and FE institutions from fully practising their religion.
2. HE and FE institutions often do not make necessary steps to reach out to religious students to ensure that their needs are catered for.

3. Students’ Unions should be more accommodating when scheduling events, taking into account the needs of students of faith and belief.

4. Students can also be deterred from engaging in Students’ Union activities if they are regularly scheduled on days that clash with religious festivals or fast days.

**Conference resolves**

1. To launch a campaign that would lobby HE and FE institutions to make sufficient changes to their timetabling that would
   a. Ensure that no mandatory classes/lectures are scheduled on Friday afternoons, and where this is not possible they are recorded.
   b. Ensure that extenuating circumstances or similar provisions are well publicised so that religious students are able to access it.
   c. Include into summer exam timetabling provisions for students observing religious festivals, such as avoiding placing exams on certain days.

2. To work with faith and belief organisations to better understand the challenges facing students of faith and belief.

3. To work with Students’ Unions and faith and belief organisations to ensure that their calendars are up-to-date with the various religious festivals.

**Motion 413: Supporting students with financial hardship**

**Conference believes**

1. Students in FE and HE institutions are subject to government reforms to education that financially impact on student’s access to education.

2. Government cuts over the last couple of years have resulted in cuts to maintenance grants, NHS bursaries, EMA, a higher cost of living and institutional bursaries for students for low income and working-class families.

3. With the replacement of grants with loans, numerous sources have indicated a decrease in financial support for students, increased debt and the increasing strain of financial pressure on students.

4. Research shows there is a connection between debt, mental health issues and financial hardship. For example, an NUS UK wide survey has found a 63% increase in worries around finances and a 33% of participants were considering work that would impact on their mental health (e.g. night shifts)

5. According to the annual National Student Money survey, the maintenance loan leaves the average student "around £265 short each month”.

**Conference further believes**

1. Education should be free and including all access and support during our education.
2. Financial support enables a better quality of life which all students should have a right to.
3. Students should not have to work in order to access education because of financial hardship.
4. Financial hardship negatively affects student’s educational experiences, with an NUS 2012 research indicating financial pressures as a main driver for leaving education.

**Conference resolves**

1. NUS to calculate the sum of a living grant on the basis of the Living Wage Foundation’s recommendations, taking into account certain benefits students have access to, e.g. council tax exemption.
2. NUS to conduct new research into the experiences of financial hardship in light of biggest government reforms to education, both FE and HE in recent years.
3. To work with FE and HE institutions in reviewing financial support packages currently offered.
4. NUS to challenge institutions to incorporate financial hardship into academic appeals, mitigating or extenuating circumstance and mental health support.

**Motion 414: Right to pray**

**Conference believes**

1. The provision of prayer space on campuses varies greatly, from adequate to inadequate and non-existent.
2. That all students of faith should be free to pray while on campus and provided with a safe, comfortable space in which to do it.
3. Since the introduction of Prevent, and the racial profiling that has come with it, prayer spaces have become a site for surveillance, with the Prevent Duty recommendations encouraging this.
4. That students themselves should be able to determine when, where and how they pray and use faith spaces – not university management, chaplains or the Government.
5. That monitoring student prayer spaces is unethical, breaches right to freedom of expression and given that Muslim students are more likely to make use of them – Islamophobic.
6. That students who have not followed strict, bureaucratic university procedure when using prayer spaces have been forced outside, praying in toilets, library corridors or the rain and snow. This is inhumane, degrading and disrespectful.
7. That some universities have worked towards ‘neutralising’ prayer spaces, going to lengths of destroying prayer mats and shredding Qur’ans without consulting with students or students’ unions.

**Conference resolves**

1. To mandate the VP Welfare to work with student faith groups to launch a Right to Pray campaign that calls for statutory provision of prayer space in every college and university in the UK, approaching the Association of Colleges and Universities UK for support.
2. For NUS to produce guidance on best practice for prayer space in terms of provisions, opening hours and student autonomy.
3. For the VP welfare to support students who may face disciplinary action when avoiding surveillance while they pray – whether that means refusing to sign registers, masking cameras or otherwise.
4. To condemn the use of CCTV cameras in prayer rooms, the destruction of faith objects.
5. To oppose the use of university bureaucracy to dictate the terms of use of prayer spaces.
6. NUS to run to offer guidance on how student unions can lobby institutions to increase funding for students with financial hardship.

Motion 415: The generation game: Childcare and student parents

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

Conference resolves
1. For the VP Welfare to use their position on the Student Loans Company stakeholder group, and other relevant bodies, to lobby for more funding to be made available for student parents to contribute to childcare.
2. For the VP Welfare to work with the VP Union Development in approaching childcare providers and seeking a student discount deal through NUS Extra.
3. NUS to call for unregistered child-minders (family and friends) to receive payment as incentives for looking after children whilst parents are studying or work placements.

Motion 416: Who Cares? We care- Care leavers in Education

Conference believes
1. Children and Young People who have been looked after (“in care”) are more likely to see the inside of a prison than the inside of a university.
2. The who Cares? Trust has produced an HE handbook for care leavers, a guide which sets out exactly what universities and colleges across England and Scotland offer care experienced students.
3. Looked after children face serious disruption in their education due to frequent moves.
4. Staff at our institutions are passionate about supporting care-experienced students but lack clear guidance on how best to do this.

**Conference resolves**
1. For the Vice-President Welfare to work with The Who Cares? Trust and ensure that all HE institutions in the UK are represented in future editions of the HE handbook, and to work with them to produce a version for FE.
2. NUS to lobby all relevant funding bodies to embed statutory support for care leavers.

**Motion 418: Student Pastoral care**

**Conference believes**
1. Nightline systems are extremely important tools for students to use when they need support outside of university hours.
2. Not all Students’ Unions can afford or have the infrastructure for such a system.

**Conference further believes**
1. Students all over the country should have access to out of hour’s pastoral care.

**Conference resolves**
1. To set up or support an initiative that provides students nationally with out of hours pastoral support as some Students’ unions lack adequate funding or resource to achieve an ‘in-house’ system.

**Motion 419: International students safety**

**Conference believes**
1. Students are often victims of crime
2. That International Students’ are often targeted for crimes such a burglary, scams and robbery.
3. Students Unions have seen that International students are less likely to report crime.

**Conference further believes**
1. That Student Unions should provide tailored support for International Students who are disproportionately targeted
2. That Students’ Union should provide advice and support which is accessible for International Students

**Conference resolves**
1. To support Student Unions to launch campaigns raising awareness of crime targeting International Students.
2. To work with relevant organization to provide tailored support and advice for International Students.
3. To support the NUS International Students Campaign on this matter.

**Motion 422: Stop social media scams**

**Conference believes**

1. During fresher’s season, many different social media pages are set up by organisations/companies unrelated to universities/students’ unions that advertise fresher’s events allegedly being held at these same universities/students’ unions.
2. A large number of these social media pages are scams to either sell students fake tickets, therefore stealing their money, or to get students to fill out a survey that will therefore steal their personal data. Students that partake in activity with fake social media pages will not get the product/event in return as promised.

**Conference further believes**

1. New intake students are particularly vulnerable and are therefore easily caught out by the scams that are spread via social media. When in the process of preparing to move to university, students tend to be enthusiastic about getting involved in fresher’s events and will therefore be drawn in by these events and scams.
2. Many students, particularly new intake students, may be unaware of how university/students’ union events are run/ticketed and will therefore be naïve to the scams in which they are partaking. This concern extends particularly to international students, as they are preparing to move to a different culture where they may not understand the possibility of such scams.
3. Moving to university is a stressful enough time for new students and finances can be difficult to manage at the best of times, therefore it is damaging for new students to be scammed out of money.
4. Currently, there is nothing that university/students’ union marketing teams can do to stop these social media scams, due to the social media sites terms and conditions and because of the flawed system of reporting such scams. Students’ unions can campaign to warn students of the dangers of these events, however this is not enough.

**Conference resolves**

1. NUS should lobby with the relevant social media sites in order to reduce the risk of such scams taking place – to alter the way in which such cases are reported, removed and prosecuted.
2. NUS should work to raise more awareness of such issues amongst students.
3. NUS should give more guidance to students’ union marketing teams on how to best resolve such situations.

**Motion 424: Dealing with Debt**

**Conference believes**
1. Many institutions have had longstanding regulations allowing them to apply academic sanctions to students to recover non-academic debt. This could mean students who have already paid thousands of pounds in fees being denied graduation, restricted access to services or even thrown off their course for falling behind on the rent or having unpaid library fees.

2. In 2013, NUS filed a complaint to the OFT (Office of Fair Trading), now CMA (Consumer and Markets Authority), against institutions who employed such regulations.

3. After an investigation, the OFT ruled in NUS’ favour and ruled this practice as ‘unfair, aggressive and probably illegal’.

Conference further believes
1. There is evidence that some institutions have still not changed their policies in light of this ruling and are still placing unfair sanctions on students.

2. If institutions didn’t charge such extortionate rent on their accommodation less students would fall into debt and behind on payments.

3. Institutions should treat students like individuals, providing support where needed, and not as a block number with a price tag attached to them.

Conference resolves
1. To undertake a review of institutions in breach of the CMA ruling.

2. The name and shame institutions in breach of the ruling and report them to the CMA.

3. To provide students’ unions with support to successfully lobby their institutions to implement a fair approach to handling non-academic debt.

Motion 425: Stop doing over our nursing students

Conference believes
1. Following the scrapping of NHS Bursaries, English applications to British Nursing and Midwifery courses fell 23%.

2. These courses consistently score below average in the NSS.

3. Placements reduce access to union and university support.

4. Failure and dropout rates are high. Students report inadequate academic and wellbeing support.

5. The last NUS Charter for Nursing and Midwifery students was published 22 years ago.

6. Neither the relevant QAA nor NMC’s education standards mention student support, representation or social activity.

7. Nursing and Midwifery Students contribute to NHS services without employment rights or financial compensation.

8. The NUS must act to support student Nurses and Midwives.

9. There are huge problems with academic failure and lack of support for nursing students, across all institutions.
10. 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.

11. 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.

12. Students on nursing courses are often mature, with dependents and many institutions fail support those with these and other additional needs.

13. Nursing failure and dropout rates are at epidemic levels, institutions average a 20% drop out rate but some report up to 50%.

14. In 2015 the average dropout rate for student nurses at university in England was 20 per cent, with some schools experiencing up to 50 per cent attrition. The impact of this both monetarily and also in terms of ensuring that there are adequate carers entering the system has led Lord Phil Willis to brand attrition rates the "Achilles heel of the nursing world." The value of student nurses needs to be re-emphasised and those that are already training need to be effectively and properly supported to ensure they complete the course. In one interview a student nurse highlighted the difficulties that she and many others face. She described how courses “cram so much in, it can become very stressful,” how “there doesn't seem to be much communication between placement and university,” and also that: “you have to be extremely strong emotionally and physically to be a nurse... Although we had practical lessons to prepare us for our placements, many of the students, including myself, did not know what to expect from working in a hospital.”

15. Whilst on placement there is the added pressure to meet the demands submitting and preparing for assessments leads to academic failure, misconduct and stress.

16. Nursing students can be course terminated through the means of 'fitness to practice'.

Conference further believes
1. Nursing bursaries have been scrapped with barely an adequate response from NUS.
2. Year after year NUS passes motions on Nursing and Midwifery that never seem to go anywhere.
3. The last NUS Charter for Nursing and Midwifery students was published 22 years ago.
4. 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 address Nursing and Midwifery students specifically in future reviews of NUS governance.
2. To improve campus integration, including in student unions’ sports clubs, societies and other services.
3. To work with all relevant trade unions to

34 www.nursingtimes.net/nursing-practice/specialisms/educators/review-identifies-vital-need-to-find-out-why-student-nurses-drop-out/5083209.article
a. Improve wellbeing support for student Nurses and Midwives
b. Campaign for increased financial support for these students, including an upfront allowance for placement expenses.
c. Lobby Universities to adapt placement allocation to the needs of student carers, family cohesion and professional development.
d. 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).
e. Create a national charter of rights for Student Nurses and Midwives
f. To hold a national summit on representation of Nursing and Midwifery students in conjunction with Unison, the RCN and the RCM
g. 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
h. Support student whistle-blowers
i. Campaign for all UK Nursing and Midwifery curriculums to explore the health needs of minority groups.
j. Lobby Universities to improve their absence and “fitness to practice” policies so that disabled students in these fields do not suffer discrimination.
k. Respond to proposals for NHS staff to enforce “health-tourism” regulations.
l. Protect placements and future jobs for current nursing students
4. To carry out research into the student experience of students on Nursing and Midwifery courses
5. 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.
6. To campaign to expose the failure of student funding policy for nursing and reverse the changes
7. To look at integration of nursing across many Unions and their campuses to increase nursing representation

Motion 427: The far-right is alive and well; we must unite to stop it

Conference believes
1. NUS must actively campaign against racism, islamophobia, antisemitism and fascism as these are dangers which threaten the welfare of millions of students.
2. In November 2016, we marked the 80th anniversary of the Battle of Cable Street, which brought the Jewish and Irish communities, local workers and local Labour and Communist parties together to defeat Oswald Mosely and the British Union of Fascists.
3. As wars continue to take place across the world and millions are displaced as refugees, a considerable wave of anti-migrant and anti-minority rhetoric is sweeping across Europe.

4. In 2017 there are elections taking place in a number of European countries where far-right candidates and parties have a strong chance of winning.

5. Campuses have often been the place in recent years where fascism and the far-right rear its head: in recent months Holocaust denial literature has been distributed at Cambridge and UCL and swastikas have been daubed on halls of residences and university signs. Swastikas were also found at Durham, Goldsmiths and Coventry.

6. In June, the University of Leicester saw a banner promoting an Eid festival painted with the words 'F*** Islam'.

7. In the last year we have a rise in the number of attacks on migrants, especially following Brexit where only days after, xenophobic graffiti was found scrawled across the doors of the Polish Social and Cultural Association in Hammersmith.

8. In June 2016, Jo Cox MP was murdered by far-right extremist Thomas Mair who was then jailed for life in November 2016.

9. In 2016, the Community Security Trust recorded 1,309 anti-Semitic incidents nationwide, their highest annual total, which was a 36% increase from the 960 incidents recorded in 2015.

10. In December 2016, National Action became the first extreme far-right group to be proscribed as a terrorist organisation.

11. Despite this, the group are still appearing on campuses. In the past year they have been at Nottingham and Leicester, using stickers with the phrase: "Hitler was right". They have also been known to harass Jewish students on social media.

12. Years of austerity and neo-liberal economic agendas are leaving people desperate for change, and neo-fascist political parties and people are taking advantage of people's economic hardships to scapegoat people of colour, migrants, Muslims and Jewish people. In particular, this can be seen in the British vote for Brexit, the United States vote for Trump and the popularity of far right political parties across Western Europe. Following these events, the threat of discrimination and violence against marginalised groups has severely increased, as demonstrated by the spike in hate crimes reported in the UK.

13. As a national movement that has historically been a progressive voice for change, the NUS has a responsibility to protect student in liberation groups and international students against this increased threat.

14. Racism and fascism continue to be prevalent in our society.

15. The election of Donald Trump has legitimised racist rhetoric which we must stand against, especially his ban on Muslims from entering the United States.

16. The far-right are on the rise across Europe and it is our responsibility to stand firm against it.

17. Incidents of Islamophobia, antisemitism and xenophobia have increased in the last year.
Conference further believes

1. It is the right of a minority group to define their own oppression as per the Macpherson principle.
2. It is crucial that NUS has a strong and well-functioning ARAF campaign.
3. In a time of rising islamophobia, racism, antisemitism and xenophobia, it is more urgent than ever to develop this area of work.
4. Currently the ARAF campaign has limited resources to be able to fully combat racism and fascism.
5. Combating racism and fascism must be at the heart of NUS' work.
6. University campuses, colleges, and sixth forms should be environments free from hate, intolerance, and prejudice.
7. It is unacceptable for any individuals or communities to become a physical target purely on the basis of their religious or racial identity.
8. Students’ Unions and universities have a duty of care and protection to all their members’ safety both on and off campus.
9. The NUS has a proud history of standing up to racist and fascist groups. The British National Party, the English Defence League, and National Action, are currently No Platformed by NUS.

Conference resolves

1. To reaffirm its commitment to campaigning against racism, fascism, xenophobia, antisemitism, and islamophobia, wherever it may manifest, in our movement and in wider society
2. To unequivocally support the principle that those who face anti-Semitism, racism and islamophobia should be the ones who lead the fight against it
3. To reaffirm NUS’ No Platform for Fascists policy and continue to campaign for its full implementation within NUS and all Students’ Unions.
4. We should oppose state bans of organisations, including fascist organisations, as these strengthen the state's repressive powers, which are mostly used against the left, anti-racists and oppressed groups. As far right groups aim to take control of the state and use it against the left and oppressed groups, it is vital that the left does not strengthen the repressive power of the state and organises to oppose fascism without relying on it.
5. We must recognise that any level of fascist organisation represents a physical threat to us. We must seek to stop fascists marching and holding rallies, including through physical confrontation where necessary.
6. To ensure that the NUS ARAF Campaign is appropriately resourced to enable it to be a fully-functioning, year-round campaign that isn’t simply a one-day conference.
7. To provide guidance to Students’ Unions on the threat of the far-right and support them if incidents involving the far-right take place on their campuses. 35

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3 Jewish News Times of Israel.com/Holocaust-Denial-Leaflets-Distributed-on-Uk-Campuses/
www.thejc.com/education/student/student-concern-over-spat-of-antisemitic-graffiti-at-london-university-1.62409
8. To ensure NUS remains committed to fighting racism and fascism and to work with liberation and faith groups to achieve this.

9. To ensure that Students’ Unions, academic institutions and campus security teams are educated and aware of the existence of far-right and fascist groups on campus.

10. Legitimising fascist ideology poses a real threat to millions of students, especially those who fall under liberation groups. NUS needs to support Students’ Unions in refusing to promote fascist ideology where legally possible - including supporting Students’ Unions in their involvement in localised campaigns.

11. NUS need to support Students’ Unions in raising awareness and supporting discussion of antifascism.

12. The NUS need to commit to resisting PREVENT - which is a fascist and racist monitoring system of people who dissent from nationalist "British values", and provide support for students who are affected by it.

13. Further, the NUS needs to commit to actively organising around antifascism - including willingness to support and work with existing organisations committed to this cause and to continue the annual ARAF conference.

14. Lastly, the NUS needs to prioritise and centralise liberation work in including resistance against racism, antisemitism, sexism, transphobia, homophobia and ableism - recognising the support needed by student and groups most likely to be effected by fascism

**Motion 429: Gendered Islamophobia**

Conference believes

1. Islamophobia is on the rise throughout society.

2. Muslim women face the sharpest manifestations of overt Islamophobia, particularly visibly Muslim women, facing verbal and physical assaults, and constant attacks on their choice of clothing.

3. The state’s relationship with Muslim women is also fraught and inconsistent.

4. They are often used as a vehicle for furthering the government’s counter-terrorism agenda, meanwhile, they also find themselves the object of that same agenda, accused of fostering a climate of “extremism” within their family homes.

5. In the eyes of the state, Muslim women are somehow both ‘traditionally submissive’ and ‘the enemy within’.

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8 www.theguardian.com/world/2016/dec/12/neo-nazi-group-national-action-banned-by-uk-home-secretary
9 www.huffingtonpost.co.uk/2015/11/03/jewish-student-brave-stand-anti-semitism-vile-trolling-twitter_n_8461808.html
6. Ofsted’s former Chief Inspector has supported restrictions on the niqab/veil for Muslim women at schools and encouraged the down-marking of schools by inspectors in certain circumstances where they permit the niqab.

Conference further believes
1. Islamophobia is legitimised through the categorisation of the ‘good Muslim’ - i.e. the passive, unquestioning subject - vs the ‘bad Muslim’ - those seeking to challenge state oppression.
2. These dichotomies have emerged within NUS and the student movement - in tackling Islamophobia, we should never seek to legitimise racist binaries, or adopt the language of the oppressive state.
3. Incidents of Islamophobia often go un-reported, due to (understandable) mistrust between Muslim communities and the police/state.

Conference resolves
1. Work with the Black Students Campaign, Women’s Campaign, FOSIS and relevant Muslim student groups to conduct research into the experiences of Muslim women in education.
2. Campaign against any measures seeking to restrict Muslim women students’ right to choose the niqab, hijab, or other articles expressing their faith.

Motion 430: Students suspending studies are some of the most vulnerable students in the country. We need to support them!

Conference believes
1. The amount of students that are suffering from mental health problems in the UK can be as high as 1 in 413.
2. This number significantly increases with regards to students who self-identify from a liberation group.
3. The NHS budget towards mental health only accounts for 13% percent of the entire budget.
4. Universities are not prioritising the issue of student mental health making students turn to measures which can include the suspension of their studies.

Conference further believes
1. Many Students’ Unions have very little policy on whether suspended students retain their membership while suspended, meaning that in some cases they lose their membership.
2. The loss of membership to a Union means students cannot vote or run in elections, take part in committee positions or hold a part time job in the building.
3. Unions can play a pivotal role in making sure suspended students receive the right support and guidance.
4. Not being a member of a Union and receiving support could have dire consequences involving students never returning to their studies.
Conference resolves
1. For NUS to work with Unions in developing policy to support suspended students to take part in their activities.
2. For NUS to make a commitment to suspended students that they’re voices will not be forgotten.
3. For Unions who wish to adopt policy on or support suspended students to liaise with the University of Leicester Students’ Union and others that have made commitments for suspended students to retain their memberships of their Unions.

Motion 431: No discrimination in campus

Conference believes
1. Students coming from different backgrounds expect to treat them fairly
2. Higher education institutions have a responsibility to ensure that they provide a safe and inclusive environment and act swiftly so that students do not face discrimination, harassment or victimisation
3. In 2011, a report by the National Union of Students (NUS) found that one in six black students had experienced racism at their institution, and one third did not trust their university to handle complaints properly

Conference further believes
1. All students can contribute to economic development of a country and so fair representation to all students in friendly environment is quite important

Conference resolves
1. To ensure equal opportunity to all students, it is quite important to formulate welfare policies for students coming from different background and promote prominent liberation campaign

Motion 433: Drug education for the nation

Conference believes
1. Students are expected to take reasonable care of their own health and safety, and that of others around them. Universities and Students’ Unions are equally expected to take all reasonable measures to ensure the health, safety and welfare of students
2. Many accommodations, and hospitality services have ‘Illegal Drugs (Zero Tolerance) Policies’ (hereafter Zero Tolerance Policy) which can allow for:
   a. Eviction from student accommodation, or other disciplinary responses, for first-time possession of illegal drugs.
   b. Immediate entry into student rooms to establish the possession or sale of illegal drugs based on allegations or suspicions of drug use.
   c. The use of alcohol, tobacco, nitrous oxide, inhalants and novel psychoactive substances (i.e. legal highs) without consequence or sufficient concern for the health and wellbeing of students.
d. The stigmatisation of students who use illicit drugs.

3. Drug testing kits that detect the presence of adulterants allow students to know what substances they are taking and in doing so support the NHS in identifying appropriate treatments should a person become sick.

4. Despite the Psychoactive Substances Bill, NSP’s are still widely (and illegally) sold online and available within university campuses.

5. The Bill does not seek to prosecute those simply in possession of the substances but instead targets individuals involved in the sale and distribution of NSP’s.

**Conference further believes**

1. Universities and Students’ Unions should treat students with, fairness, dignity and respect.

2. The Drug Policies in conference notes 2a, 2b, 2c and 2d do not sufficiently achieve its Policy Aims, notably to:
   a. Give specific and sufficient notice
   b. Be a deterrent to illegal drug use
   c. Get students to contact emergency services in a drug-related emergency
   d. Students should know what substances they are using

3. Individuals’ health and wellbeing should be prioritised by not prosecuting NSP users who are simply in possession of the substance; it is nonsensical to disproportionately punish users of soft drugs such as cannabis, despite no reported fatalities and considerable evidence supporting its medicinal benefit.

4. NUS represents students who use cannabis medicinally and recreationally, these students are in breach of the law and are voiceless in having their arguments heard despite a number of other countries moving towards decriminalisation and the legalisation of medicinal cannabis.
Conference resolves
1. To mandate NUS to work with SSDP to create guidelines for evidence-based drug policies, focusing on wellbeing.
2. To mandate NUS to work with SSDP in creating a challenge drug zero tolerance campaign.
3. To mandate NUS to negotiate discounts on Drug Testing Kits for Students' Unions to purchase.
4. To mandate NUS to conduct a survey into the medicinal and recreational usage of cannabis to present to Government.

Normal NEC Resolutions
Motion 2: Commemorating the slave trade and its role in our education system and amendment 2a
NEC believes
1. That this motion was brought to National Conference 2017 by the Black Students Campaign but was not heard due to time constraints.
2. 25th March is marked the International Day of Remembrance for the Victims of Slavery and the Transatlantic Slave Trade.
3. Britain played an active role in the Transatlantic Slave Trade for centuries, the ill-gotten gains of which formed the basis of much of its wealth, industrial advances – and those of its universities - today.
4. Britain’s role – including those of our institutions – is often underplayed and omitted from the curriculum; the discussion here more often centres the role of the now-USA.

NEC further believes
1. There is strong undercurrent of apologism and historical amnesia regarding Britain’s role in the Slave Trade and colonialism.

Motion 2a:
NEC believes
1. Also often downplayed or omitted is the history of active resistance to slavery, both by slaves themselves and by grassroots solidarity movements - such as the mass protests against British intervention in favour of the South in the US Civil War by Lancashire textile workers and others who the ruling class wrongly expected to back war and slavery to defend their jobs.

NEC resolves
1. To highlight the inspiring history of grassroots resistance to slavery and racism.
Motion 6: Fair representation on democratic procedures committee

NEC believes
1. At National Conference 2014, Conference voted to support the principle of fair representation - that all delegations to NUS conference, and NUS’s elected committees are made up of 50% women (rounded down).
2. That Democratic Procedures Committee (DPC) was not included in the original motion.
3. At National Conference 2017, a motion was proposed that would extend fair representation to DPC however there was not time to hear this motion.
4. That the current DPC does not contain 50% women.
5. That Motion 601 passed at National Conference 2017 requires a re-drafting of the NUS rules, which will be presented and voted on once complete.

NEC further believes
1. That fair representation has had a positive effect on our movement, increasing women’s participation within NUS and locally.
2. That the principles of fair representation should be extended across all of NUS’s democratic work.

NEC resolves
1. To request that fair representation for DPC is included in the re-drafting of the Rules
Live Policy from NEC meetings 2017/18

Meeting date: 28 September 2017

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. In response hundreds left the party.

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.

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.

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https://www.theguardian.com/commentisfree/2013/feb/08/socialist-workers-party-rape-investigation

[37] https://www.newstatesman.com/politics/2014/05/comrades-war-decline-and-fall-socialist-workers-party

www.theguardian.com/commentisfree/2013/feb/08/socialist-workers-party-rape-investigation
5. To ensure that NUS officers do not speak at SWP events or events run by their fronts.  
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.

Meeting date: 6 December 2017

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 announced, 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. 
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. 
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.

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44 http://anticuts.com/2017/08/22/nss-boycott-open-letter-to-nus-leadership/
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.45

3. The pension scheme’s own analysis shows that the employers could muster the funds to avoid this and keep guarantees on pension payouts1. 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.46

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 performance47 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.48

5. A ballot for major industrial action will be voted on by UCU members in the period 27 Nov to 19 Jan1.

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.

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46 https://www.ucu.org.uk/strikeforuss
47 https://www.ucu.org.uk/uss_futurefundingletter
48 http://studentsunionucl.org/defendpensions
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
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
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.  
   [50](http://www.bbc.co.uk/news/education-21769963)
2. Mature students make up nearly 90% of part time students.  
   [51](https://www.nus.org.uk/pagefiles/12238/2012_nus_millionplus_never_too_late_to_learn.pdf)
3. Mature students are more likely to leave higher education within a year of entering.  
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.  
5. A significant portion of mature students drop out of University due to financial hardship.  
6. Mature students are less likely to receive comprehensive advice on student finance and financial support while at University.

**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.
3. Financial support for students should be based on students’ needs rather than 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.

Meeting date: 8 February 2018

Motion 201: 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.52,53
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.

Motion 202: 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.\(^{54}\)
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. \(^{55}\)

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.
2. To reaffirm NUS’s commitment to fighting for free education and against marketisation.

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\(^{55}\) https://www.theguardian.com/media/2018/jan/09/toby-young-resigns-office-for-students
Motion 203: Support Repeal the Eighth!

NEC believes

1. Article 40.3.3 known as the Eighth Amendment was voted into the Irish Constitution by a referendum in 1983.
2. 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.
3. 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.
4. 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. 56
5. An estimated 150,000 people have travelled to other countries to procure an abortion since 1980. 57
6. Any 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.
7. Everyday an approximated 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 58; 58
8. People have already died in Ireland having been denied life-saving abortion procedures – including Savita Halappanavar. 59
9. 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. 60
10. In September 2017, the Irish Government announced a referendum to change the country’s laws on abortion. 61 The government has not yet announced the date of the referendum, but it is expected to be held in May/ June 2018. 62

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).

57. https://londonirisharc.com/about/
58. https://www.repealeight.ie/
60. https://www.asn.org.uk/
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.

5. 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.

**Motion 204: 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.63
   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.64
   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.65

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63 https://www.theguardian.com/australia-news/2017/mar/08/more-than-1000-childcare-workers-walk-off-job-over-pay
65 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
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.”66

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.”67

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.

66 https://www.facebook.com/events/398094657185688/
67 https://www.facebook.com/events/398094657185688/
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.
Motion 205: 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.
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.

Meeting date: 7 June 2018

Motion 101: 70 Years of Injustice: Freedom for Palestine

NEC believes

1. On 14th May 2018, over 60 Palestinian protesters, including women and children, were murdered by the Israeli military, and over two thousand wounded by live ammunition.\(^\text{68}\)
2. Amnesty International, along with many other human rights organisations, member states of the UN, and the UN Secretary General, have expressed their outrage over these atrocities.\(^\text{69}\)
3. Since 30th March 2018 - Land Day - tens of thousands of Palestinians have been participating in the Great Return March, calling for the right of return to their homes and to their land they were expelled from by force 70 years ago. Over a hundred Palestinians have been killed by the Israeli military for participating in the protests.
4. Since 2014, the UK government has approved over £490 million worth of arms exports to Israel, including for weapons of the type used in the militarised repression in Gaza.

\(^{68}\)https://www.theguardian.com/world/live/2018/may/15/gaza-israel-nakba-day-protests-as-palestinians-bury-those-killed-in-embassy-unrest-live-updates

\(^{69}\)http://www.thenational.scot/news/16225186.Amnesty_and_the_SNP_condemn_Israel___but_Boris_stays_silent/
5. This year marks 70 years since the Nakba - the Catastrophe - in which over 750,000 Palestinians were expelled or forced to flee from their homes and their land.

**NEC further believes**
1. The UK must recognise its complicity in denying the Palestinian people their inalienable and basic rights, particularly by continuing to approve arms sales to Israel, in defiance of the UK’s own export guidelines.

**NEC resolves**
1. To stand in solidarity with the Palestinian people in their struggle for dignity, equality, and the right to return to their homes, as enshrined in international law.
2. To continue to support the Palestinian-led call for Boycott, Divestment, and Sanctions (BDS) of Israel, along with civil society, human rights organisation, and trade unions, until it complies with basic tenets of international law, as NUS has done for many years.
3. To ensure that any BDS activity does not target Israeli citizens, particularly Israeli students studying at UK FE and HE institutions.
4. To ensure that any BDS activity does not target or impact Jewish students’ ability to study on their campus, particularly regarding provision of Kosher food, provision of religious items and by ensuring a zero-tolerance approach to antisemitism/ hostile environments where Jewish students feel uncomfortable during campus BDS debates.

**Motion 102: Support for Student Carers**

**NEC 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.

**NEC 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.

**NEC 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.

**Motion 103: Justice for Grenfell**

**NEC 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.

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.

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.

**NEC 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.
NEC resolves

1. To call for retrofitting 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.

Motion 104: Childcare on Campus

NEC believes

1. That NUS have 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)

NEC 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.

NEC 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 105: Fighting Prison Injustice

NEC 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

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70 researchbriefings.files.parliament.uk/documents/SN05646/SN05646.pdf
71 http://news.bbc.co.uk/1/shared/spl/hi/uk/06/prisons/html/nn1page1.stm
3. Prisons are a costly and ineffective method of resolving conflicts in the community. A prison place costs in excess of £40m per year\textsuperscript{72}, with high rates of reoffending\textsuperscript{73}.

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\textsuperscript{74}.

5. The UK Prison System disproportionately incarcerates working class\textsuperscript{75}, black\textsuperscript{76}, and disabled people\textsuperscript{77}. Whilst official 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.

**NEC 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.

**NEC resolves**

1. For the 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.

\textsuperscript{72} https://www.theguardian.com/commentisfree/2008/jul/28/justice.prisonsandprobation
\textsuperscript{73} https://www.gov.uk/government/collections/proven-reoffending-statistics
\textsuperscript{74} https://restorativejustice.org.uk/resources/moj-evaluation-restorative-justice
\textsuperscript{75} http://www.prisonreformtrust.org.uk/Portals/0/Documents/Prisonthefacts.pdf
\textsuperscript{76} researchbriefings.files.parliament.uk/documents/SN04334/SN04334.pdf
\textsuperscript{77} https://www.mentalhealth.org.uk/sites/default/files/criminal-justice-system.pdf
Motion 106: If we can’t travel, we can’t learn....

NEC 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.
4. Apprentices struggle to afford their transport costs. Across the UK apprentices are paying an average of £24 per week in travel costs. 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.
5. In Wales, around six in 10 (62 per cent) further education students have costs associated with travel. This figure rises to 75% in Northern Ireland.
6. 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%.
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.
8. 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.
9. Student support for travel is inconsistent across local authorities and does not cover costs.
10. 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.
11. 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.
12. FE Students in rural areas pay more for often less satisfactory services.
13. The NSoA have been working on a national campaign on the issue of transport.

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78 https://nusdigital.s3-eu-west1.amazonaws.com/document/documents/20127/a9921e89ec43a5c30c93230062098267/CTC_transport_briefing_FINAL.pdf?AWSAccessKeyId=AKIAJKEA56ZWFU6MHQE&Expires=1515431626&Signature=NJQAdwKZGPZV4p35w3vZLYX3D
14. 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.\(^{83}\)

15. All apprentices should have a reasonable amount of disposable income for development.

**NEC 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.
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.\(^{84}\)
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. 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.

**NEC 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, 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 provider 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.

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\(^{84}\) [https://www.scotrail.co.uk/tickets/commuter](https://www.scotrail.co.uk/tickets/commuter)
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

**Motion 107: NUS for the NHS - DO NOT PRIVATISE OUR HEALTHCARE SYSTEM**

**NEC 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.

**NEC 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.

**NEC 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 SUs 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 108: Campaigning for better sexual health provision on campus**

**NEC 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".

**NEC resolves**

1. To support and lobby local councils to adopt similar legislation to Ealing Council on combatting the harassment that people going to sexual health clinics face from prolife 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 109: Tackling Sexual Harassment

NEC 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 behaviour.
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.
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.
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.
9. There have been numerous incidents of sexual harassment, rape and assault at NUS events.
10. The NUS complaints procedure and disciplinary procedure need urgent reviewing.
11. The NUS need to stand in solidarity with survivors/victims of sexual violence.

NEC 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 nondisclosure 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 to 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.

11. The standard of proof required for cases of sexual violence focus on a “balance of probability” instead of requiring allegations to be proven “beyond reasonable doubt”.

12. Demanding a criminal standard of proof actively discourages survivors and victims of sexual harassment, rape and assault from engaging with disciplinary (complaint) procedures.

13. NUS are not a criminal court and should not behave as such. Indeed, penalties inflicted on the alleged perpetrator have no effect on their criminal record or their standing in the eyes of the law.

NEC 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.

9. For NUS to deliver first respondent training to all NUS officers, staff and NEC members.

10. For NUS to convene a working group to review safeguarding policies on sexual harassment and sexual violence and draft new policies accordingly.

11. To ensure that the working group has reserved places for Independent Sexual Violence Agencies (ISVAs), the NUS Women’s Officer and the NUS Women’s NEC 2nd Place.

12. To ensure that the standard of proof required in disciplinary cases focuses on a “balance of probability”.

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13. To ensure that NUS drafts new guidelines on how to support survivors/victims of sexual violence.
14. To ensure that NUS drafts guidance for students’ unions on how to deal with incidents of sexual violence involving union staff (including elected officers).

**Motion 110: Stop Doing Over Our Nursing Students**

**NEC 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 dropout 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 dependents and many institutions fail support those with these and other additional needs

21. Nursing failure and dropout rates are at epidemic levels

NEC 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

NEC 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
To create a new national charter of rights for Student Nursing and Midwifery education.

Motion 111: Online Hate Crime

NEC 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.

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87 https://www.theguardian.com/society/2017/oct/14/government-criticised-for-low-funding-level-to-tackle-online-hate
NEC further believes
1. Fighting hate crime is rightly at the centre of NUS’ political actions and it is time to extend that fight online.
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

NEC 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.

Motion 112: No Hate Here

NEC believes
1. Swastikas, the symbol used by the Nazi regime have been trivialized and used around campuses as a way to threaten groups of students, or even 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.

5. In November 2017, a student hung the red Nazi flag/banner in the atrium of Central Saint Martins, UAL.

**NEC 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.

**NEC 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.

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