

  
**nus**  
**NATIONAL  
CONFERENCE**

27 – 29 March 2018 | Glasgow

# Motions Document

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# Key information

## Purpose of this document

Following a priority ballot that was sent to all registered delegates, this document contains the full order of motions submitted by Constituent Members.

### The Zones have been ordered in the following way:

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

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## 000 New Members

Motion	<b>NM001</b>
Proposal	<b>New Members</b>
Submitted by	National Executive Council
Speech for	National Executive Council
Speech against	Free

### Conference Resolves

To accept the following new members into membership of NUS:

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

# 100 Priority Zone

## Priority Zone Proposal

Motion	<b>PC101</b>
Proposal	<b>Student Poverty</b>
Submitted by	National Executive Council
Speech for	National Executive Council
Speech against	Free
Summation	Owner of last successful amendment.

### Conference Believes

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

11. Universities, Colleges and Training Providers are also in denial - often making decisions on the way they run programmes that make the problem worse for students.
12. A large proportion of students simply can't afford to participate in education- but are blamed for a "lack of aspiration".
13. The intense focus on the £9k paid to universities means that the amount FE, UG and PG students actually have to live on rarely gets discussed, underlying issues rarely debated, and the impacts ignored.
14. Universities promoting first year accommodation as the only way to make friends that then profit from that rent should be banned from doing so.

### Conference Further Believes

1. An NUS that believes in a Living Wage in wider society should develop proper proposals on a Living Income for Students.
2. So that all students benefit, proposals should ensure that help goes to those that need it most- where costs are higher, work is more scarce or where parents can't help.
3. NUS should cause universities and colleges to make a commitment to working to reduce both direct and indirect costs that students face and expanding the number of opportunities to work within institutions.
4. As a movement, student discounts on core costs should be something we spend more time campaigning for and less time profiting from.
5. We should demand that detailed research on student income and expenditure for all our members is carried out, published and acted on by Government.

Amendment	<b>PC101a - ADD AMENDMENT</b>
Title	<b>Student Finance</b>
Submitted by	Roehampton University Students' Union, Southampton Solent University Students' Union
Speech For	Roehampton University Students' Union
Speech Against	Free

### Conference believes

1. The main source of income for the majority of undergraduate students is a maintenance loan from Student Finance England (SFE).

2. Maintenance grant and loans are means tested for the majority of undergraduate students against their parents' income.
3. Maintenance support is not enough to cover a large proportion of students living costs<sup>1</sup>
4. Many students now rely on additional income to be able to cover basic living costs<sup>2</sup>
5. A large number of students experience some level of mental health and stress whilst at University<sup>3</sup>
6. Young people aged 18 are treated as an adult by the law.<sup>4</sup>
7. Students are struggling to afford the cost of living whilst at university. The cost of living for students is an ever-increasing problem, and has increased at a higher rate than maintenance funding.
8. NUS research shows that many students find it difficult to budget and hardship funds see a spike in applications at the end of each term.

### Conference further believes

1. Needing to have a job to cover basic living costs whilst studying can be a cause of additional stress and mental health issues.
2. Maintenance grants and loans should be sufficient to cover basic living costs of all students
3. Students are being negatively affected by means testing when their parents are unable to financially 'top up' or support students financially.
4. University students are considered to be independent adults however are still expected to be reliant on their parents' income after moving out for University.
5. Many households have an income above £30k however can still struggle to financially support students who are living away from home during their time at University but still have a reduction in maintenance and bursary support.
6. That the replacement of grants and bursaries with loans has caused additional pressure and financial difficulty for students.
7. That maintenance funding support should reflect the reality of students' needs and should cover basic living essentials.
8. That estranged students become particularly vulnerable during the summer, and their finance packages are often insufficient to meet their living costs.
9. That final-year students experience a steep decline in maintenance funding while many costs (such as rent) do not end early, and current employment rates mean a

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<sup>1</sup><https://www.theguardian.com/education/2015/jun/29/maintenance-loans-are-leaving-students-265-short-every-month>

<sup>2</sup> <https://www.endsleigh.co.uk/press-releases/10-august-2015/>

<sup>3</sup> <https://yougov.co.uk/news/2016/08/09/quarter-britains-students-are-afflicted-mental-hea/>

<sup>4</sup> <https://www.gov.uk/age-of-criminal-responsibility>

significant number of students are unlikely to guarantee a salary will be able to compensate for the reduction in support.

### Conference resolves

1. For NUS to actively campaign and lobby the government and Student Finance England to scrap means testing parents income for maintenance support.
2. To actively campaign and lobby the government for maintenance support over the summer period.
3. To reaffirm our commitment to lobby the government for a more realistic student maintenance funding system.

Amendment	<b>PC101b – ADD AMENDMENT</b>
Title	<b>Pay student loans before the course date</b>
Submitted by	Northumbria University Students' Union
Speech For	Northumbria University Students' Union
Speech Against	Free

### Conference believes

1. Student finance is often paid in excess of two weeks after the stated payment date
2. Students should not be subjected to unnecessary financial stress like this
3. Financial pressures, and their impact on student drop-out rates, are particularly high during the first few weeks of study.

### Conference further believes

1. All students should receive their student loan at least one week before their course start date.
2. All forms of student finance should be paid in advance of course start date.

### Conference resolves

1. To lobby for Student Finance England and equivalent bodies to make the first student loan payment a minimum of a week before the course start date.
2. To lobby for Student Finance England and equivalent bodies to make termly payments in advance of each term's start date
3. To set a deadline for Student Finance England and equivalent bodies to implement these change

Amendment	<b>PC101c – ADD AMENDMENT</b>
Title	<b>Student Loans for everyone</b>
Submitted by	Exeter Guild of Students
Speech For	Exeter Guild of Students
Speech Against	Free

### Conference believes

1. The interest on the student loans presents an ethical dilemma for many Muslim students who want to attend higher education.
2. The rate of current tuition fees coupled with the absence of interest free student finance is preventing thousands of students from accessing higher education every year and resulting in disenfranchisement.

### Conference Further believes

1. Some of the measures that have been taken by students to avoid the current model to finance their studies can have an adverse impact on their health and studies.
2. The government has developed an alternative model which will be available to ALL students who wish to access it. It has identical costs and repayment terms to the current student finance model, however is administered through an interest free finance mechanism. Although the government initially planned to introduce this model by September 2016, they are yet to do so and refuse to provide information to students affected.
3. That it needs to be acknowledged that this issue is negatively affecting the socioeconomic mobility of Muslim students for generations to come. It vital that that our student guild lobby the department of education to work with priority for the launch of the alternative model.

### Conference Resolves

1. That NUS lobby the Department of Education to provide ethical Alternative Student Finance.

# 200 Education Zone

## Further Education Zone Proposals

Motion	<b>FE101</b>
Proposal	<b>This Story is getting old... time for investment in FE/College our voices to be heard!</b>
Submitted by	Further Education Zone Committee, SU Arts
Speech for	Further Education Zone Committee
Speech against	Free

### Conference Believes

1. Further Education has been consistently cut since 2010. FE providers are at breaking point, funding per student has not risen in 6 years and colleges are running on bare minimum levels.
2. The Government are undertaking an expansive programme of reform that will change the face of further education provision forever.
3. The Government are currently consulting on T-Levels, with the first T-levels expected to be rolled out in 2019. NUS sits on the T-Level stakeholder group and this is a clear opportunity to ensure the reforms reflect the needs of students.
4. The Government refuse to adequately invest in the reforms. The £500 million announced in the Spring Budget 2017 doesn't come close to restoring what the Conservatives have cut from FE.
5. The disruptive marketisation of education, combined with the extensive cuts, means more and more colleges are looking to support their income by providing Higher Education courses. Currently, one in ten HE students are also in FE environments.
6. Apprenticeships at a Higher Degree level are becoming increasingly popular, meaning that the number of universities expected to deliver Degree Level apprenticeships is expected to rise.
7. Further Education students are habitually forgotten about in discussions about funding in education; specifically tuition fees, maintenance loans and grants.
8. With the regional rules and shutdown of the learning skills council surrounding SEND/LLD colleges, specialised colleges face closure, and more and more students are blocked from accessing vital education.

9. The Conservative government continues its push to marketise and commodify both Further and Higher Education. Nursing students have lost their bursaries, college students are struggling on the inadequate replacements for the Education Maintenance Allowance.
10. The Institute of Fiscal Studies reports that the FE sector has been proportionally the worst hit by budget cuts: In 1990-91, spending per student in FE was nearly 50% higher than spending per student in secondary schools, but in 2015-16 it was 10% lower. Spending on FE fell faster during the 1990s, grew more slowly in the 2000s, and has been the only major area of education spending to see cuts since 2010.
11. Driven by the commercial logic of the markets, FE institutions are shedding their least profitable courses, on top of government cuts. According to research by the Association of Colleges, 50% of schools and colleges have dropped courses in modern foreign languages as a result of funding pressures. Over 1/3 have dropped STEM (Science, Technology, Engineering, Maths) courses. 67% have reduced student support services or extra-curricular activities, with significant cuts to mental health support, skills training and careers advice. 77% are teaching students in larger class sizes and 50% have reduced the delivery hours of individual courses. 66% have moved from a 4 subject A-Level offer as standard to a 3 subject offer. 72% do not believe the amount of funding they will receive next year will be sufficient to provide the support required by students that are educationally or economically disadvantaged. For example, from 2007 to 2016 college places fell in Scotland from over 379,000 to under 227,000; a decrease of more than 150,000. This has hit mature and part-time students hardest - you can't access university without first having access to FE.
12. The government continues its flagship academisation programme, removing schools and colleges from Local Authority control and any democratic accountability.

### **Conference Further Believes**

1. NUS is a confederation of Student Unions, 65% of which are at Further Education institutions.
2. NUS supports the National Society of Apprentices, whose leadership team represent 250,000 apprentices.
3. FTOs have a remit to represent all affiliate members, not just those well-developed, well-funded Universities.
4. Educational providers are becoming multi-functional, and the lines between Further and Higher Education are becoming increasingly blurred.
5. NUS needs to provide crucial development and support to FE Students' Unions and the National Society of Apprentices to enable all learners to express their voice.

6. FE should be geared around the educational needs of individuals and the social needs of society, not the profit motives and 'employability requirements' of big business.
7. We need to ensure every student can afford to live decently during their studies - the fight for universal living grants is a fight for accessible, liberated education.
8. The mental health crisis has to be tackled - we cannot leave FE or HE students to struggle without support.
9. FE institutions should be under the democratic and accountable control of students and education workers - those who actually run and use them. Academies should be returned to public hands.

### **Conference Resolves**

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

# Higher Education Zone Proposals

Motion	<b>HE101</b>
Proposal	<b>Tackling the Black Attainment Gap</b>
Submitted by	Higher Education Zone Committee
Speech for	Higher Education Zone Committee
Speech against	Free
Summation	Proposer of last successful amendment

## Conference Believes

1. The black attainment gap is a long-established issue with a trend as far back as national data was gathered.<sup>5</sup>
2. The attainment gap exists along with other inequalities, including disparities in access, continuation and employment outcomes.<sup>6</sup>
3. Over a decade ago the attainment gap was established to predominantly lie with the institutions, and exists after other factors such as socioeconomic background, discipline and institution choices, and entry grades, were accounted for.<sup>7</sup>
4. Academic staff employed within higher education do not reflect the undergraduate or national population regarding race<sup>8</sup>, and in particular are missing at senior leadership levels<sup>9</sup>.
5. There is not parity within the sector on the courses and institutions attended by students of colour, or for black academics.<sup>10</sup>
6. Black students are significantly more likely to become unemployed on graduation and less likely to experience the benefits of their degree<sup>11</sup>.

## Conference Further Believes

1. Systemic inequality undermines the real value of our degrees, as well as the whole higher education sector. Race inequity cannot coexist with the internationally leading system we want.

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<sup>5</sup> [www.hesa.ac.uk](http://www.hesa.ac.uk)

<sup>6</sup> [www.ecu.ac.uk](http://www.ecu.ac.uk) – Statistical Reports

<sup>7</sup> DFES. Research Report RW92, S Broeke, T Nicholls, 2007

<sup>8</sup> [www.hesa.ac.uk](http://www.hesa.ac.uk)

<sup>9</sup> Aiming Higher: Race, Inequality and Diversity in the Academy, 2015, Runnymede Trust

<sup>10</sup> [www.ecu.ac.uk](http://www.ecu.ac.uk) – Statistical Reports

<sup>11</sup> [www.ecu.ac.uk](http://www.ecu.ac.uk) – Statistical Reports

2. The causes of the attainment gap are multiple and systemic within our institutions<sup>12</sup>, and require broad approaches from both government and each individual institution.
3. Educational race inequality is further compounded by employer bias, leading to poorer employment outcomes nationally<sup>13</sup>.
4. Current regulation of universities via the Teaching Excellence Framework does not require improving the attainment gap; while the issues are sector wide, approaches significantly vary by and within each university and other providers.
5. The Teaching Excellence Framework has not been adequately analysed to understand whether it systematically suppresses race inequalities outcomes<sup>14</sup>.
6. Student-led initiatives to make improvements on the attainment gap and race inequity need to be sustainable over several years and adaptable for all member unions.
7. Specific challenges on attainment persist in specific disciplines and types of institution<sup>15</sup>.
8. The Equality Challenge Unit provides a Race Equality Charter which equips committed institutions with a framework to make change around race inequality, including improving the attainment gap<sup>16</sup>. The Equality Challenge Unit is currently undergoing significant changes to its governance and merging with other sector bodies.
9. The Higher Education Funding Council for England, due to wind down with the introduction of the Office for Students, has enabled projects to work on race inequity via the Addressing Barriers to Student Success funding<sup>17</sup>.

### Conference Resolves

1. Raise awareness of the black attainment gap institutionally and nationally, including discussing race inequalities throughout our education system.
2. Campaign for institutions to take responsibility for and lead on addressing the attainment gap.
3. Campaign for the government to intercede to ensure that the attainment gap and race inequality is a key issue for institutions as well as students.
4. Lobby for the entire sector's attainment gap data to be released, to facilitate the discussion on how to address race inequity among the other factors.
5. Campaign for the government and/or relevant agencies to penalise institutions that do not close the attainment gap.
6. Equip students' unions with models for institutional data gathering, good practice, and campaigning guides on the attainment gap and student experience.

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<sup>12</sup> Causes of differences in student outcomes, HEFCE 2015

<sup>13</sup> <https://www.ethnicity-facts-figures.service.gov.uk/> The Cabinet Office

<sup>14</sup> <http://wonkhe.com/blogs/analysis-ethnicity-in-the-tef/>

<sup>15</sup> Undergraduate retention and attainment across the disciplines, Professor Ruth Woodhead, HEA 2014

<sup>16</sup> <https://www.ecu.ac.uk/equality-charters/race-equality-charter/>

<sup>17</sup> <http://www.hefce.ac.uk/sas/barriers/>

7. Develop materials with the sector, led by black students and academics, relating to decolonising the curriculum across all disciplines.
8. Lobby for further investigation of race inequality in courses with supervision, e.g. nursing, practical arts, apprenticeships, or research.
9. Lobby for institutions to create interventions targeted at students who experience race inequity, including careers advice and scholarships.
10. Lobby for institution-wide and cross-sector approaches to addressing differential outcomes around race, with NUS leading other sector agencies in this work.
11. Lobby for membership of the Race Equality Charter to be a baseline requirement for all higher education institutions.
12. Lobby for HEFCE work and funding on differential outcomes, specifically around race, to continue after HEFCE has wound down.
13. Where possible, work with other student and activist groups and organisations including the Black Students Campaign to raise awareness, campaign and lobby on racial disparities in Higher Education.

Amendment	<b>HE101a – DELETE AND REPLACE amendment</b>
Title	<b>REPLACE amendment</b>
Submitted by	NUS Black Students' Campaign
Speech For	NUS Black Students' Campaign
Speech Against	Free

### **Delete CFB4, ADD**

#### **Conference believes**

1. The attainment gap should be viewed, in part, as a symptom of multiple issues affecting the education sector, which disproportionately impact Black students.
2. These are issues that are exacerbated by the current regime of marketisation and post-2011 reforms within the education sector e.g. the scrapping of maintenance grants, the wedging apart of students from staff by the NSS, casualised employment of academics, the narrowing of opportunities for students to shape curricula, the growing management culture of institutions.
3. Thus tools like the TEF that are tools of that regime should not be used to try and achieve race equality we must be wary to not rehabilitate the TEF.
4. Issues of race inequality cannot be divorced from the other pressures affecting institutions and education on a national scale.

5. The attainment gap is not just an issue for Higher Education.

### Conference further believes

1. Projects around the attainment gap at Manchester and Birmingham have highlighted the importance of student-led campaigning in campaigning around it.
2. Whilst responsibility lies with institutions, there is a danger of the attainment gap becoming a narrow, top-down, bureaucracy-driven “numbers game” for institutions.
3. NUS should place proportional emphasis on supporting student-led campaigning as well institutional action against the gap.

### Conference resolves

1. Ensure that calls for free education, the reintroduction of maintenance grants and democratising our education is central to our messaging around long-term solutions to the attainment gap.
2. To avoid the lure to use the TEF as a tactic in addressing the attainment gap.
3. To work with UCU on developing student-staff campaign strategies for addressing the attainment gap.

Motion	<b>HE102</b>
Title	<b>Students and Brexit</b>
Submitted by	HE Zone Committee
Speech For	HE Zone Committee
Speech Against	Free
Summation	Proposer of last successful amendment

### Conference Believes

1. On June 23<sup>rd</sup> 2016, a referendum that posed the question “Should the United Kingdom remain a member of the European Union or leave the European Union?” resulted in a 51.9% to 48.1% result in favour of leave
2. NUS had campaigned to remain members of the European Union in the interests of our student members as mandated by National Conference
3. 74% of all UK voters aged 24 or under voted to remain<sup>18</sup>

<sup>18</sup>[http://d25d2506sfb94s.cloudfront.net/cumulus\\_uploads/document/640yx5m0rx/On\\_the\\_Day\\_FINAL\\_poll\\_forwebsite.pdf](http://d25d2506sfb94s.cloudfront.net/cumulus_uploads/document/640yx5m0rx/On_the_Day_FINAL_poll_forwebsite.pdf)

4. Leaving the EU creates uncertainty around the position of UK students studying in EU countries and vice versa and also threatens access to European research funding and could damage long standing academic collaborations
5. As it stands, in leaving the EU, the UK risks losing access to the Erasmus + exchange scheme for students and apprentices.
6. It is likely that, after leaving, EU students in the UK will be regarded as international students and as such, without a deal or a special arrangement, will be charged international student fees.
7. Whilst current arrangements for students stand until 2017/18 and students who have been accepted under the current arrangements will have their contracts honoured for 2017/18 there is no certainty for students beyond these dates.

### Conference Further Believes

1. EU students are not and should not be treated as bargaining chips throughout the Brexit process.
2. EU students who are already here or who will begin courses in the UK before the UK has formally left the EU need urgent clarity about their status, and this should not be contingent on what the EU offers UK citizens
3. The UK will prove in the future to be a less attractive partner for future research and collaborations if any new immigration policy restricts and deters high quality academics from across Europe from moving to the UK
4. Student mobility around Europe is integral to transformational experiences for students studying in Europe, for EU students and for UK students studying alongside EU students.
5. Since the referendum, the hard line taken by many senior politicians on immigration has seen increases in xenophobic and hate crime incidences, with an increase of 42% just before and after the referendum.<sup>19</sup>
6. The United Nations Committee on the Elimination of Racial Discrimination has made it clear that many prominent politicians were responsible for this increase in hate crime, xenophobia and intimidation directed at ethnic minority groups in the UK.<sup>20</sup>
7. EU and international students should not be made to suffer because of the increasingly harmful and dangerous rhetoric around Brexit
8. A hard border between Northern Ireland and the Republic of Ireland will be detrimental to the lives, experiences and educational opportunities for students across the two countries and must be avoided.

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<sup>19</sup> <https://www.theguardian.com/society/2016/jul/11/police-blame-worst-rise-in-recorded-hate-on-eu-referendum>

<sup>20</sup> <https://www.theguardian.com/politics/2016/aug/26/politicians-rise-hate-crimes-brexit-vote-un-committee>

9. The government and the Higher Education Sector should be in a position to reassure EU staff currently working in universities and colleges in the UK that they have the right to remain and contribute to the UK's future and ensure employment rights developed during the UK's EU membership are maintained
10. The government must ensure that any losses in income that universities and colleges will experience because of Brexit will be made up
11. Tertiary education should be exempt from forming part of any future trade deals that are negotiated once the UK has left the EU

### **Conference Resolves**

1. To negotiate for special immigration status for EU and UK students and academics, to ensure that they remain able to move across the EU freely for work and study
2. To campaign for the UK to remain a full member of the Erasmus+ scheme and to secure a commitment from MPs that the UK will be a member of any similar schemes in the future.
3. To campaign to remove international students from net migration targets
4. To lobby stakeholders in the UK, including MPs and MEPs, to protect student mobility after Brexit
5. To collaborate with activist groups and organisations across the UK to make the case for student mobility after Brexit
6. To collaborate with allies across Europe, including the European Students' Union and the Erasmus Students' Network.
7. To support students unions to campaign locally and nationally to protect student mobility after Brexit.
8. Work with USI through NUS USI to ensure that students in Ireland and in the Republic of Ireland do not face any new restrictions when travelling, working and studying across the two countries

Amendment	<b>HE102a - ADD amendment</b>
Title	<b>Not Letting the Door Hit Us On The Way Out</b>
Submitted by	Falmouth and Exeter Students' Union
Speech For	Falmouth and Exeter Students' Union
Speech Against	Free

### Conference Believes

1. That the outcome of the referendum on membership of the EU in which a majority voted to leave is regrettable.
2. That it is unfortunate that the government and parliament will have to dedicate significant resources to Brexit issues when there are so many other pressing demands, including poverty and the housing crisis.
3. That the Vote Leave campaign should be condemned for the dishonest and divisive messages it delivered in the referendum campaign and its failure to take responsibility for providing a coherent and practical plan for exiting the EU, which has still not been produced.
4. That the increased prevalence in xenophobic and racist threats and violence against both EU citizens living in the UK and British citizens of ethnic minority backgrounds that has taken place since the referendum is abhorrent.
5. The mainstream Brexit campaigns run on anti-migration platforms, and the aftermath of the referendum has caused high levels of insecurity for European students and workers, while the levels of racist street violence have reached worrying heights.
6. That the result of the referendum was motivated by a justifiable sense of economic grievance and alienation from the establishment which came to the fore in the campaign and which had domestic rather than EU drivers, and believes that the UK should seek to resolve its underlying causes through the pursuit of progressive policies rather than from EU withdrawal.
7. That recent downturns in economic prosperity makes the economic outlook for young people even worse than previously, and puts greater pressures on students to push themselves.
8. That the vote legitimised certain conservative values that now being expressed in ways that are detrimental to all liberation groups.

9. We should be challenging the government's rhetoric and attack on international students at every opportunity.

### Conference Resolves

1. Approach other organisations and campaigns to build a national umbrella to challenge post-Brexit attacks on migrants and international students and put forward a progressive case for migration.
2. To campaign for a second referendum on the deal negotiated on Brexit
3. To campaign for continued membership of the single market and the right of EU nationals to live and study here.
4. To clearly campaign against the increasing levels of racism and anti-migrant sentiment that has followed the Brexit vote.
5. To commend the work done by student activists in the run up to the referendum, and to support the continuing work of Youth for Europe.
6. To develop a community engagement strategy and call on Government to focus economic partnerships and widening participation work in regions.

Amendment	<b>HE102b - ADD amendment</b>
Title	<b>Resisting the Brexit Brain Drain</b>
Submitted by	London Metropolitan University Students' Union
Speech For	London Metropolitan University Students' Union
Speech Against	Free

### Conference believes

1. That current NUS policy on migration and labour markets recognises the social, cultural and economic value of migration and opposes all forms of racism and the points-based immigration scheme.
2. The existing free movement of labour within the European Economic Area (EEA) is threatened by the EU referendum vote to leave.
3. More than 1,300 academics from the European Union have left British universities in the past year, prompting concerns of a Brexit brain drain.
4. There has been a 30% rise in departures of EU staff in just two years, according to data released by dozens of universities under the Freedom of Information Act.

5. Among those universities most affected were Cambridge, which lost 184 staff in the past year, up 35% on 2014-15, and Edinburgh, which lost 96 EU staff, up from 62 in 2014-15.
6. The 64 universities that offered a figure for the past year said that 1,393 EU staff were leaving. While many will leave as part of natural turnover, it has prompted concerns that the government's refusal to guarantee the rights of EU nationals is having an adverse effect on their ability to retain staff.
7. Reciprocal barriers to freedom of movement are likely to be placed both on EEA residents in the UK and on current EU residents from the UK living in the EEA.
8. In particular, any restrictions on freedom of movement, and the right to work without discrimination based on nationality, will put increasing competitive pressure on staff, and thus weaken our education.

### Conference resolves

1. To campaign to obtain government guarantees that there will be no change of employment or enrolment status for any current EU, EEA, or Swiss staff or students arising from any changes introduced as a consequence of the Brexit negotiations.
2. To call for a guarantee there will be no implementation of any changes to academic qualifications, residential requirements or student fees requirements for staff or students from the EU, EEA, or Switzerland.
3. To work with UCU and other Unions to commit to a joint statement with staff highlighting the contribution of migrants to the UK and opposing the spread of racism and xenophobia in our communities.

Amendment	<b>HE102c - ADD amendment</b>
Title	<b>Ensure that the UK Government will commit to the continuity of the Erasmus Programme following Brexit</b>
Submitted by	Queen Mary Students' Union
Speech For	Queen Mary Students' Union
Speech Against	Free

### Conference believes

1. That we should add pressure to the Tory government and Mrs May to preserve the Erasmus programme which been a part of the UK for 30 years, allowing many British and other European students to study and live in different countries, while broadening their university experiences.

2. All member states of the EU are automatically enrolled in Erasmus, however Britain's departure would mean millions of students lose out.

### Conference further believes

1. We need to actively support and promote the retainment of our Erasmus programme and get behind campaign's such as Labour Rory Palmer's MEP #ErasmusFutureCampaign.
2. Britain's departure from the European Union, would mean millions of British and non-British would lose this exciting and career shaping chance to build long lasting global relations.
3. The government's current stance demonstrates their lack of interest in the needs of students and their narrow commitment to education.

### Conference resolves

1. NUS members should support this motion and sign Rory Palmer's Petition so that this matter can be debated in the House of Commons and gain recognition from Mrs May that this is a crucial matter and needs to be included in Brexit negotiations.

Amendment	<b>HE102d - ADD &amp; DELETE &amp; REPLACE amendment</b>
Title	<b>Freedom of movement</b>
Submitted by	Sheffield SU
Speech For	Sheffield SU
Speech Against	Free

### Conference believes

#### Add CB 8 and 9

8. In a recent LSE study, young people listed protecting freedom of movement as their top priority in Brexit negotiations.<sup>21</sup>
9. In 2017, NUS National Conference passed a policy stating that "we must continue to defend free movement without shame, compromise or capitulation."

### Conference further believes

#### Delete CFB1, replace with

1. Migrants, both students and non-students, should not be treated as bargaining chips throughout the Brexit process.

<sup>21</sup> <http://blogs.lse.ac.uk/brexit/2018/01/12/keeping-freedom-of-movement-is-the-top-brexit-priority-for-young-people/>

### **Add CFB 12, 13 and 14**

1. Brexit is a threat not only to EU students but also the thousands of academic and non-academic staff in our universities.
2. Attacks on international students are designed to appease a resurgent nationalist right.
3. That NUS must challenge myths about migration and fight xenophobia in society. To argue that students are “not really migrants” or are “the right kind of migrants” is a capitulation to racism and xenophobia: instead, we must stand with a spirit of solidarity with all immigrants living in the UK.

### **Conference resolves**

#### **Delete CR1, replace with**

1. To campaign to defend and extend freedom of movement for everyone, not just students and academics.
2. To highlight the negative effect that any further restrictions on free movement would have on students and their families, staff and Higher Education.

#### **Add CR 9**

1. To work with the International Students Campaign to fight visa restrictions, landlord checks, NHS charges and other attacks on international students.

## Education Zone Motions

Motion	<b>HE103</b>
Title	<b>High course costs are destroying student mental health</b>
Submitted by	University for the Creative Arts Students' Union
Speech For	University for the Creative Arts Students' Union
Speech Against	Free
Summation	Proposer of last successful amendment

### Conference believes

1. NUS currently supports and campaigns for free education for all students.
2. In 2014/15 145,330 students were accepted onto art and design courses in the UK.<sup>22</sup>
3. NUS has conducted research into hidden costs in creative arts courses, but no further action or policy resulted from this.
4. Arts students are expected to shoulder higher (usually hidden) course costs than most non-arts students.
5. There is no current financial support available to all arts students to help cover these additional costs.
6. First year arts students can face significant printing and materials costs for assessments that ultimately do not even contribute to their final degree grade, but still put them out of pocket.
7. Most arts students have to undertake a foundation year in addition to their three years of undergraduate study, meaning their degrees are a year longer than most, resulting in more course costs than three-year degree students, and with no maintenance loan.
8. Arts students are discouraged from using cheaper materials in their final assessments, under the guise of professionalism in their work.
9. Arts students are also expected to purchase expensive equipment, including Apple laptops and Photoshop software, which is a cost that most non-arts students are not expected to incur.
10. Most arts institutions fail to provide a realistic estimate of the course costs that their students will pay throughout their degree.

<sup>22</sup> <https://www.ucas.com/ucas/subject-guide-list/creative-arts-and-design>

11. Such high course costs put students' quality of life at risk.
12. That there is an epidemic of creative students agreeing to work for no pay, in order to gain experience or exposure.

### Conference further believes

1. Course costs for arts courses tend to increase as the student progresses, culminating in final assessments that can cost thousands, on top of the consistent cost of materials throughout the students' degrees.
2. To create their final collections, some fashion students have been known to spend up to £5,000 of their own money on materials.
3. Some arts students feel anxious and demotivated by this level of spending on their education.
4. Art and design courses have a higher proportion of students with specific learning differences, thus disproportionately affecting them.<sup>23</sup>
5. Rising course costs has a bearing on student mental health and has led to a rise in people accessing counselling before being expected to spend thousands while on the course to even complete their degree.<sup>24</sup>

### Conference resolves to

1. NUS will support students' unions in lobbying their institutions to carry out assessments on course structures to decrease extra costs.
2. NUS will support students' unions to lobby their institutions to undertake a quality audit of their assessment practices, seeking to understand how they disproportionately affect students from low income backgrounds, as well as affecting BME and LGBT+ students.
3. NUS will support students' unions in lobbying their institutions to give all students a realistic estimate of additional course costs before starting their course.
4. NUS will support students' unions in lobbying their institutions to give students personal finance training during their course, including how to document their course spending to submit with their final assessments.
5. NUS will support students' unions in lobbying their institutions to make progress toward free assessments through new technology (such as use of tablets instead of printed portfolios).
6. NUS will support students' unions in researching the correlation between hidden course costs and welfare and mental health.

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<sup>23</sup>[https://www.heacademy.ac.uk/system/files/ug\\_retention\\_and\\_attainment\\_in\\_art\\_and\\_design2.pdf](https://www.heacademy.ac.uk/system/files/ug_retention_and_attainment_in_art_and_design2.pdf)

<sup>24</sup> <https://www.theguardian.com/education/2016/mar/13/tuition-fees-have-led-to-surge-in-students-seeking-counselling>

Amendment	<b>HE103a</b>
Title	<b>Smash the Class Ceiling - scrap audition fees at Universities</b>
Submitted by	East Kent College Students Union
Speech For	East Kent College Students Union
Speech Against	Free

### Conference believes

1. That most Drama Schools charge audition fees to prospective students.
2. That these fees do not guarantee you a space at the school, it is simply for the privilege to apply.
3. That many universities are now charging audition fees to students applying for performing arts courses.
4. That some, but not all, institutions have an audition fee waiver or bursaries for students from low-income backgrounds.

### Conference further believes

1. That audition fees are inherently classist, locking working class students out of even applying to institutions that have them.

### Conference resolves

1. For NUS to put in a Freedom of Information request to all HEIs to uncover which ones charge audition fees, and to publish this list.
2. For the Vice President Higher Education to produce a toolkit for Students' Unions to lobby their institutions to abolish audition fees, and/or introduce fee waivers and bursaries.

Amendment	<b>HE103b</b>
Title	<b>Graduation - The final hidden cost</b>
Submitted by	Roehampton Students' Union, The Students' Union at University of West of England
Speech For	Roehampton Students' Union
Speech Against	Free

### Conference believes

1. Most people come to Uni hoping to graduate
2. The moment of physically collecting a degree is a central part of the celebration and experience which surrounds education
3. There are only two providers of most graduation gowns in the UK
4. Graduating in front of a student's parents/family/supporters can cost 100s of pounds to both the students and their guests
5. Having paid so much to get a degree students shouldn't have to pay to collect it
6. Like all hidden course costs graduation costs are bad.
7. Graduation is a costly addition to what students already have to pay.
8. Whilst many unions, such as Sunderland and The Students' Union at UWE have worked on decreasing ticket prices, costs of robes remain high.
9. Ede and Ravenscroft have a monopoly over many institutions' graduation robes hiring.
10. Ede and Ravenscroft charge on average £45 to hire robes for graduation, which is necessary to wear at the ceremonies.
11. There is little individual institutions can do to affect this price
12. Students should not be priced out of celebrating achieving their degree.
13. Ede and Ravenscroft should provide robes at a more reasonable price, that reflect what newly graduated students can afford.

### Conference resolves

1. To conduct research with unions into the average cost of graduation in the UK
2. To work to reduce this cost
3. To investigate a student owned social enterprise model for graduation gowns and photographs
4. NUS should lobby, and put pressure on Ede and Ravenscroft to lower the prices of their robes.
5. NUS should work with institutions to campaign on lower the costs of graduation.

Motion	<b>FE102</b>
Title	<b>The Scourge of Day 42</b>
Submitted by	The City of Liverpool College
Speech For	The City of Liverpool College
Speech Against	Free

### Conference Believes

1. Colleges that withdraw students before 42 days do not have them counted towards official retention, achievement and success rates.
2. Funding and inspection frameworks work within policies whereby colleges and individual tutors are incentivised to remove some students before they have been on courses for 42 days.
3. Colleges and individual tutors implement withdrawals before Day 42 in order to protect their achievement rates.
4. Many students are removed from college within this timeframe and are denied an education.
5. The 42 day rule may significantly and disproportionately disadvantage vulnerable students
6. Funding and inspection arrangements mean that vulnerable students are often not offered the opportunities they deserve to begin or continue courses of study.

### Conference Further Believes

1. That all students deserve to be given a chance to succeed, especially vulnerable students such as care leavers and those experiencing mental health issues. Students who are deemed to be quite troublesome or the ones who need extra support should be provided with such support instead of being removed from their courses because that is the easier option.
2. That Colleges should not be systemically incentivised or put under pressure to cherry pick students for course acceptance or to remove students from courses that deserve an opportunity to grow and succeed.

### Conference Resolves

1. That NUS undertake research into the impact of the 42 day rule on students, colleges and success rates.
2. That NUS work with SUs to provide support and lead campaigns to raise students' awareness of their rights prior to Day 42.

3. That should research confirm statements put forward in conference believes 1-6, that NUS support this motion and lobby the Department for Education, decision makers and Ofsted to remove the 42 day policy from funding models and inspection frameworks.
4. That NUS work with stakeholders to introduce funding and inspection frameworks that do not disadvantage students and are equality impact assessed.

Motion	<b>HE104</b>
Title	<b>Quality of Teaching</b>
Submitted by	Manchester Metropolitan University Students' Union
Speech For	Manchester Metropolitan University Students' Union
Speech Against	Free

### Conference believes

1. Students are paying an unprecedented amount in annual tuition to UK universities, with fees for most courses now set to rise to an eye-watering £9,250 per academic year for home students (and higher for international students).
2. People accessing higher education are increasingly being treated as consumers of a commercial product rather than students developing their skills and knowledge.
3. For many students' quality of teaching is essential in determining whether or not they find their time at university engaging and worthwhile.
4. There are wide-ranging discrepancies in the quality of teaching "and in the rigour of processes for monitoring teaching quality" between different universities, and even between departments within the same university.
5. The UK Government's Teaching Excellence Framework does not adequately consider the experience of students during their course.
6. Many university instructors at all levels are not adequately trained in teaching, and are poorly supported in developing their skills both as instructors and as personal supervisors to students
7. Students commonly complain across the UK about lectures or seminars that are uninteresting or uninspired as a consequence of this lack of support for teaching staff in developing their skills.
8. Many students complain of lectures where content is itself robust and reflective of the expertise of instructors, but lectures themselves are delivered almost as though the instructor is reading off someone else's script.

9. With e-resources and the rising digitisation of academic literature, as well as the rise in open access journal content, students increasingly find or believe themselves able to avoid poor quality teaching by doubling down on self-study.

10. There is a similar lack of support for training and development of academic staff as providers of one-to-one support for students; e.g., as personal supervisors or research supervisors.

### **Conference further believes**

1. That education is valuable in its own right and not just as a commodity, and the sharing of knowledge for its own sake and for personal development is a moral good. However, in an age where students are paying up to £27,750 in tuition alone for the average degree, they should have a right “as students and consumers alike” to expect quality instruction at their institutions.

2. Lack of support structures and teaching skill development is ultimately harmful to staff, students and to institutional leaders, particularly at universities aspiring to improve their overall performance and student satisfaction rates.

3. The UK Government is increasingly focusing on promoting alternatives to traditional higher education, including accelerated degrees, whilst neglecting the problems within the current education system. It is difficult to imagine how quality provision will be ensured if universities cannot ensure it on existing traditional degree programmes.

4. Students who come from families with no prior experience of higher education are much more likely to struggle with unsupported self-study.

### **Conference resolves**

1. To lobby the UK Government to introduce rigorous, national minimum standards for teaching in higher education.

2. To work toward the development of an accredited, national qualification specifically for teaching in higher education, and lobby for this qualification to be compulsory for all core teaching staff.

3. To work with students’ unions and universities to develop more effective support mechanisms for postgraduate students engaged in teaching activity in particular.

4. To work with students’ unions and universities to produce resources and guidance on how to be an effective personal tutor.

5. To campaign for universities to allocate more funds to the recruitment, training and employment of teaching assistants to support the work of university lecturers in particular, and to investigate the international experience with using teaching assistants to enhance teaching quality.

Motion	<b>FE103</b>
Title	<b>There is progression data for most learners! why not us?</b>
Submitted by	City of Bristol College Students' Union
Speech For	City of Bristol College Students' Union
Speech Against	Free

### Conference Believes

1. The NSoA believes that the 3 million target for apprentice starts by 2020 is only an achievement if those apprenticeships are of high quality.
2. The NSoA believes there needs to be a method of tracking apprentice progress during and after the apprenticeship, in order to measure quality and success.
3. There needs to be data on what success and progression in apprenticeships is, to enable applicants to get an understanding of career prospects. This will also enable correct information, advice and guidance to be provided.

### Conference Further Believes

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

### Conference Resolves

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

Motion	<b>HE105</b>
Title	<b>Postgraduate Tuition Fees and Funding</b>
Submitted by	Cardiff University Students' Union, Liverpool Guild of Students,
Speech For	Cardiff University Students' Union
Speech Against	Free
Summation	Proposer of last successful amendment

### Conference believes

1. There are 551,595 postgraduate students in the UK.
2. Many universities currently operate bursary schemes for undergraduate students from low income backgrounds. These schemes are usually based on family income data from the UCAS process.
3. Some universities provide bursaries and grants for postgraduate students, either in the form of dedicated schemes or by allowing all students to be considered for the university's existing bursary scheme. This is often the exception however, with many universities not providing any financial support for postgraduates from low income backgrounds, beyond some emergency hardship funds.
4. This frequently results in the situation whereby an undergraduate from a low income, or otherwise socio-economically disadvantaged background, receives financial support from their university but a postgraduate with the same background does not.
5. The Welsh Government recently announced funding for Welsh universities to provide bursaries and grants for postgraduates from Wales from low income backgrounds in 2018/19 and 2019/20.

### Conference further believes

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

3. Postgraduate student numbers are rising, and more jobs require postgraduate qualifications. While the current lack of financial support exists, we risk postgraduate study becoming increasingly slanted towards students from privileged backgrounds with prospective postgraduates from low-income backgrounds priced out.
4. The Office for Fair Access in 2015 noted that students from disadvantaged backgrounds were less likely to go onto study at postgraduate level than their more advantaged peers. This echoed 2015 NUS research that found of those not considering postgraduate study, 38.5% were not doing so because of affordability concerns. 7% more graduates who studied at private schools were found to be considering postgraduate study than graduates from state schools. This, the OFA concluded, was particularly worrying as postgraduate study is 'becoming an essential stepping stone into many careers'
5. Making postgraduate study more affordable for students from low-income backgrounds will enable more students from disadvantaged backgrounds to afford and enter postgraduate study and realise the life changing opportunities that it brings.

### **Conference resolves**

1. For the NUS to lobby the UK Government and the Universities Minister to provide universities with funding to create substantial schemes of bursaries and grants for postgraduate students from low-income backgrounds.
2. For the NUS to write to each member of the House of Commons Education Select Committee about the importance of financial support for postgraduates from disadvantaged backgrounds.
3. For the NUS to create a toolkit and resources for Students' Unions to support them to make the case to their university for the creation of substantial schemes of bursaries and grants for postgraduates from low-income backgrounds.
4. To lobby the Office For Students and Research Council for more funding for postgraduate researchers and for a substantially more equitable increase in funding in areas currently not receiving funding
5. To lobby the relevant authority/government to stabilise and have a transparent baseline of tuition fees for postgraduate students
6. To lobby universities to provide contributions from the surplus from tuition fees to put into postgraduate research and teaching opportunities.
7. Work with the international students' section to lobby for more comparatively aligned tuition fees and funding options where possible.

Amendment	<b>HE105a</b>
Title	<b>Post Graduate Loans System</b>
Submitted by	Lancaster University Students' Union, University of Northumbria Students' Union
Speech For	Lancaster University Students' Union,
Speech Against	Free

### Conference believes

1. The student loans company currently provides a separate 'maintenance loans' in addition to a 'tuition fee loans for undergraduates.
2. Masters students receive a combined 'Postgraduate Masters' Loans with a fixed ceiling, which does not take into account the applicant's potential tuition fees.
3. Consultation was undertaken by government around PG Doctoral loans in late 2016.<sup>25</sup> Following this, there will be 'Postgraduate Doctoral Loans' of up to £25,000 available from August 2018. These loans are independent of household income<sup>26</sup>
4. Tuition fees for PG students have been increasing year on year. This is often done above the rate of inflation and almost always above the rate of increase in loan available to students.
5. There are no current plans by government to remove Postgraduate fees.

### Conference further believes

1. Students are taking on multiple jobs to cover their cost of living as the student loans available are not adequate. This places additional stress and time constraints on students who are already in high pressure situations due to their degree. Students have a right to adequate funding in order to live while they study.
2. NUS has a responsibility to represent PG students.
3. Some students are not able to get financial support from family members. Therefore course costs are a better measurement of the financial requirements of students than household income.

### Conference resolves

1. NUS will lobby government to provide separate tuition and maintenance loans for postgraduate students, similar to the provision for undergraduate students.

<sup>25</sup> <https://www.gov.uk/government/consultations/postgraduate-doctoral-loans>

<sup>26</sup> <https://www.gov.uk/funding-for-postgraduate-study>

2. NUS will lobby the government to impose caps on PG tuition fees across all universities.
3. NUS will provide SUs with advice on how to better understand PG issues and fight for issues such as increased contact hours, ensuring PG students receive better value for money.
4. To review the first year of the postgraduate loans system and see the impact that the loans have had on the lives of postgraduate students, specifically whether the £10,280 loan is enough for postgraduate students to live on;
5. To bring motion 11 of the 2016 Postgraduate Conference to the National Conference's attention and to follow through with the policy, including pushing for university fee regulation and looking at new avenues for postgraduates to gain funding.

Motion	<b>HE106</b>
Title	<b>Fair Pay and Democracy in Universities</b>
Submitted by	Sheffield SU
Speech For	Sheffield SU
Speech Against	Free

### Conference believes

1. In 2015-16, Vice-Chancellors got paid on average £280,877 a year, with the highest paid V-C making as much as £451,000. <sup>27</sup>
2. Many universities still do not pay their staff a living wage, and the lowest paid staff are disproportionately BAME, migrant and women workers.
3. In most cases, students and workers have little or no say over management and staff pay.
4. In 2017, a campaign led by students and staff at University of Bath forced the highest-paid Vice-Chancellor in the country to resign.<sup>28</sup>
5. In many universities, including recently the University of Nottingham, student protests pushed management to commit to paying workers a living wage.<sup>29</sup>
6. In 2017, we have seen the victories of outsourced workers' strikes at SOAS and LSE, which were actively supported by students who expressed their solidarity through actions including joining picket lines, organising rallies, campus demonstrations and

<sup>27</sup><https://www.timeshighereducation.com/features/times-higher-education-v-c-pay-survey-2017#survey-answer>

<sup>28</sup><https://www.theguardian.com/education/2017/nov/28/bath-university-vice-chancellor-quits-after-outcry-over-468k-pay>

<sup>29</sup><https://impactnottingham.com/2017/12/nottingham-university-paying-living-wage-protest/>

occupations. These are just a few examples of the many cases of effective student-staff solidarity.<sup>30</sup>

### **Conference further believes**

1. Pay inequality in universities is a result of marketisation and of the undemocratic nature of education institutions. Universities should not be run like businesses but democratically, in the interest of students, staff and the communities they serve.
2. That one tokenistic “seat at the table” is not enough to achieve meaningful and fundamental change in an institution, especially when that change is not in the interests of those in power.
3. The student movement has a long history of campaigning alongside the workers’ movement. Student and staff unions are stronger when they work together.

### **Conference resolves to**

1. To actively support campaigns for fair pay, against outsourcing and pay inequality in post-16 education led by academic and non-academic workers. This should include publicising the campaigns and strike funds, helping students run solidarity campaigns including direct action, inviting trade union activists to speak at NUS events, running workshops and providing resources on practical student-staff solidarity.
2. To run a national campaign for a 5:1 pay ratio between the highest and lowest paid staff in universities and colleges, including outsourced workers.
3. To call for a democratisation of universities: not just for a student place on remuneration committees, but for management to be elected by and accountable to university students and staff.

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<sup>30</sup><https://www.theguardian.com/commentisfree/2017/sep/12/college-cleaners-outsourcing-soas>

Motion	<b>HE107</b>
Title	<b>Making Higher Education Accessible to All</b>
Submitted by	Sheffield SU
Speech For	Sheffield SU
Speech Against	Free

### Conference believes

1. There are significant barriers to accessing Higher Education to those from disadvantaged backgrounds and liberation groups.
2. In an effort to widen participation in HE, universities such as Bristol have began giving lower grade offers to prospective students from groups that are underrepresented in HE, through a policy known as contextual offers.<sup>31</sup>
3. Students who attain a place at university from a contextual offer do not perform any worse than their peers who did not.<sup>32</sup>
4. Due to the effects of marketisation, universities have become more aware of their reputation and the effect that has on their income.
5. Most universities are unlikely to give contextual offers, and one of the reasons for this is fear of falling in the league tables.
6. It has been identified by the Sutton Trust that league tables pose a barrier to universities lowering offers.<sup>33</sup>

### Conference further believes

1. Higher Education should be accessible to everyone.
2. Universities should take into consideration the background of students applying to university during the recruitment process, and lower their grade offers according to their context.
3. Contextual offers would make Higher Education more accessible to groups that are currently underrepresented at university.
4. League Tables using entry tariffs to rank universities creates a barrier to the further adoption of contextual offers policies across the sector.

<sup>31</sup> V. Boliver, C. Crawford, M. Powell and W. Craigie, *Admissions in Context* (London, 2017), p.14.

<sup>32</sup> N. Rowbottom, 'Widening participation and contextual entry policy in accounting and finance', *Accounting Education* Vol.26 (2017), p. 242.

<sup>33</sup> V., C. Crawford, M. Powell and W. Craigie, *Admissions in Context* (London, 2017), p. 18.

### Conference resolves to

1. To recognise universities that give contextual offers
2. To support and provide resources to Students' Unions in their efforts to reform their university's admissions processes to further widen access to education.
3. To actively lobby organisations that produce League Tables not to include entry tariffs as a metric in league table rankings.
4. To actively lobby organisations that produce League Tables to create metrics which are favourable to universities who give contextual offers in aid of widening participation.

Motion	<b>HE108</b>
Title	<b>Improving Dissertation Support in HE</b>
Submitted by	London Metropolitan University Students' Union
Speech For	London Metropolitan University Students' Union
Speech Against	Free

### Conference believes

1. Completion of a dissertation, or final research project, is a requirement of many degree programmes.
2. With the weighting of dissertations differing, they can hold huge bearing on the degree classification that an individual achieves.
3. Most Universities have no policy to regulate dissertations at undergraduate or postgraduate level. This has led to extreme variations in: the way dissertations are submitted and marked, the time frame provided to complete a dissertation, what is expected of the supervisor role, and the provision of research methods training.
4. A significant number of postgraduate taught students undergo their dissertation over the summer period, when many academics are on research leave. This can result in supervision and support being harder to access.
5. Many undergraduate courses do not provide optional research training for dissertation students.

### Conference further believes

1. There are major concerns for students who have variation between their dissertation submission date and advertised course end date. This can impact on their

accommodation, but more seriously, a significant gap can place tier 4 visa students at risk.

2. Universities should coordinate accommodation contracts to fall more closely in line with final submission periods

Every postgraduate student should receive a handbook at the start of their course that provides clarity on the dissertation process, what they can expect from their supervisor, the sources of support available and regulate the dissertation process, including specific expectations of supervisors.

### Conference Resolves

1. To mandate the VP HE to work with OfS to research and highlight this issue
2. To develop a model policy to campaign on locally with the aim of creating a more consistent and uniform dissertation experience.
3. To lobby for optional research methods training across undergraduate programmes that include a dissertation or large research project.

Motion	<b>HE109</b>
Title	<b>Value for Money and VC Pay</b>
Submitted by	University of Bath Students' Union, Coventry University Students' Union, Edge Hill Students' Union, University of Gloucestershire Students' Union
Speech For	University of Bath Students' Union
Speech Against	Free

### Conference believes

1. The tuition fees are not the only financial transaction between a student and a University.
2. Students are having to pay extra costs associated with their course in order to succeed, going into thousands of pounds
3. There is a poor level of consistency across institutions for what students receive from their tuition. For example, some institutions provide free printing, whilst others don't.
4. Students want a regulator that assesses all financial charges and supplementary costs in order to monitor VfM.
5. OfS has a duty to address student value for money concerns to protect students.

6. Universities should be incentivised to absorb the additional costs of curricular, co-curricular and extra-curricular activities.
7. University Vice-Chancellors received an average salary package of £277,834 during 2015/2016 – more than six times the average pay of their staff.<sup>34</sup>
8. In 2015/2016, 23 British universities had increased packages to their Vice-Chancellors by 10% or more. Fifty-five universities paid their heads more than £300,000 and 11 Vice-Chancellors now receive a package worth more than £400,000 a year.
9. A third of universities provide accommodation for their Vice-Chancellor.
10. The 'exit packages' for some University Vice-Chancellors (VCs) have made national news with Bath Spa's VC receiving £808,000 to leave<sup>35</sup> and the University of Bath's VC receiving a total of £600,000 before finally departing including a fully paid sabbatical and a car loan being written off

### Conference further believes

1. The size of Vice-Chancellors' salaries across the country has brought negative attention to the Higher Education Sector at a time where costs incurred by students have never been higher and the value for money is being questioned.<sup>36</sup> Such remuneration packages and associated benefits packages are unjustifiable.
2. The decisions to increase Vice-Chancellors' pay have to be properly justified to University stakeholders.<sup>37</sup>
3. The pay ratio between those with the highest salaries and lowest salaries at some Universities greater than thirty, causing discontent among University staff and students.<sup>38 39</sup>
4. The Government should be doing more to regulate what Universities are paying their senior staff, considering Universities are public institutions primarily funded by students and taxpayers.<sup>40 41</sup>
5. Ultimately the decisions that have led to Vice-Chancellor salaries spiralling out of control without justification are down to poor University governance which has often failed to keep pace with the sector's growing scale and sophistication.<sup>42</sup>
6. Students should sit on University Remuneration panels.
7. Students should be made aware about all charges and costs relating to the student experience and related party costs.

<sup>34</sup> <https://www.theguardian.com/education/2017/feb/23/university-vice-chancellors-average-pay-now-exceeds-275000>

<sup>35</sup> <https://www.timeshighereducation.com/news/departing-bath-spa-v-c-paid-ps808k-final-year>

<sup>36</sup> <http://www.bbc.co.uk/news/education-42166590>

<sup>37</sup> <http://www.bbc.co.uk/news/education-41176337>

<sup>38</sup> [https://www.timeshighereducation.com/news/pay-ratios-point-to-massive-inequality/2008207\\_article](https://www.timeshighereducation.com/news/pay-ratios-point-to-massive-inequality/2008207_article)

<sup>39</sup> <https://www.timeshighereducation.com/data-bites/how-much-more-are-v-cs-paid-other-staff>

<sup>40</sup> <http://www.bbc.co.uk/news/education-42166590>

<sup>41</sup> <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2016/university-funding-explained.pdf>

<sup>42</sup> <https://www.ft.com/content/b0f2aad-c-d520-11e7-8c9a-d9c0a5c8d5c9>

## Conference resolves

1. For NUS to publicly denounce existing standards of university governance and call on and lobby the Office for Students to launch a nationwide investigation into University governance.
2. For NUS to lobby the Office for Students to provide guidance as to good governance for Universities, ensuring complete transparency in all decision-making and that all decisions are made by balancing the interests of students, staff and the wider community.
3. For NUS to work alongside SUs and TUs to produce guidance to a cooperative model of university governance, prioritising democracy, transparency and accountability.
4. For NUS to lobby the Office for Students to recommend that there should be voting student and staff representation on all University governance committees, particularly those that set senior management pay, and ensure the power for setting pay rests with the overall governing body.
5. For NUS to lobby the Office for Students to recommend to Universities that any decision to award a greater increase than the national average in pay to senior management is completely justified to all stakeholders.
6. For NUS to release a statement recommending all Universities review their governance processes with a view to ensure they are completely transparent, democratic, accountable and representative in everything they do.
  - a. NUS to lobby OfS to research and publish a Charter on transparency in HE finances
  - b. To lobby OfS to ensure regulation causes maximum competition between Universities on providing more without hidden charges
  - c. NUS to lobby UUK to ensure students sit on remuneration panels.
7. To work alongside the UCU for a 10:1 pay ratio across all universities and for proportional increases in the pay academic and university staff receive to be the same for all regardless of position.

Motion	<b>HE110</b>
Title	<b>Arts and Humanities Funding Review</b>
Submitted by	The Students' Union at University of West of England
Speech For	The Students' Union at University of West of England
Speech Against	Free

### Conference believes

1. Arts and Humanities are the most underfunded departments in higher education.<sup>43</sup>
2. The fees students in these departments pay are being used to subsidise other departments, losing over £5,500 of their fees in some cases<sup>44</sup>.
3. Restricted funding has led to a decline in the quality of teaching and resources provided to students at many universities across the country.<sup>45</sup>

### Conference further believes

1. University Arts and Humanities departments should receive a basic level of credibility and respect, instead of being defunded and forced to get by without adequate levels of financial support.

### Conference resolves to

1. To call for nationwide review of Arts & Humanities funding in universities.
2. Universities to record & publish the findings of this review, showing the level of funding for each department, as well as each departments performance.

<sup>43</sup> <https://www.theguardian.com/education/2015/mar/29/war-against-humanities-at-britains-universities>

<sup>44</sup> <http://epigram.org.uk/news/2014/11/its-official-arts-students-pay-for-science-degrees>

<sup>45</sup> <https://www.theguardian.com/education/2009/mar/05/universityfunding-researchfunding>

Motion	<b>HE111</b>
Title	<b>Free Education</b>
Submitted by	LiverpoolSU, Black Students' campaign
Speech For	LiverpoolSU
Speech Against	Free
Summation	Proposer of the last successful amendment

### Conference believes

1. The tremendous 'youthquake' that took place at the general election in June 2017 came as a result of an enormous surge of enthusiasm generated by Corbyn's anti-austerity manifesto.
2. In particular, the pledges to abolish tuition fees, introduce a new EMA, and bring back maintenance grants helped mobilise hundreds of thousands of students to turn out and vote for an alternative. May gambled and lost.
3. The Tory government that has emerged from June is weak and divided. They are clinging to power, reliant on reactionary leaders of the DUP for their slim majority. The government is therefore extremely vulnerable mass pressure. An organised movement of students and workers could break it and force an election.

### Conference further believes

1. Students cannot afford to wait until 2022 to see the back of the current government or an end to tuition fees.
2. NUS must fight to make Labour policies, including free education, real in the here and now.
3. This means linking up with workers and trade unions that are fighting the Tories and organising to build a mighty student movement.
4. As well as fighting to win the socialist policies in Labour's manifesto, we must also fight for them to go further.
5. We should demand the writing off of student debt, not just the end of fees. We should fight for universal living grants for students "" whether they study at a college or a university.
6. There is huge wealth in society. In the last year alone, the world's richest 500 people increased their wealth by more than £750 billion. The problem is not the lack of resources; it is the fact that they are concentrated in the hands of a tiny rich few.

This is the wealth which must be used to fund an education system which works for all 'we need to take it off the 1%.

### Conference resolves

1. To call a huge national demonstration in the autumn term; demanding free education, living grants, an end to cuts and fighting to get the Tories out.
2. That NUS must use its resources and authority to energetically mobilise for this demonstration to be a success
3. To make this a launch for a mass campaign, with a plan for escalating actions, including further protests, strikes and occupations organised around the country.
4. To continue to demand free education and fight for Labour to go further than the 2017 manifesto and demand the writing off of student debt.
5. To call for the abolition of the office for students and bogus Tory 'accountability.

Motion	<b>HE111a –DELETES CR1-5 AND REPLACES</b>
Title	<b>Reject a National Demonstration</b>
Submitted by	University of West London Students' Union
Speech For	University of West London Students' Union
Speech Against	Free

### Conference Believes

1. NUS tactics of prioritising a national demo over lobbying have previously seen the student movement win nothing at all in the HE Bill.
2. In every SU in the UK we know that lobbying and campaigning have to involve different tactics at different times

### Conference resolves

1. To reject the notion of an "automatic" NUS Demo every winter and to only consider a demo if the National Conference of that academic year judges it to be the right tactic at the right time.

Motion	<b>HE112</b>
Title	<b>UCAS 'name-blind admissions' - and beyond</b>
Submitted by	Roehampton Students' Union
Speech For	Roehampton Students' Union
Speech Against	Free

### Conference believes

1. Research in the U.S. and in France has shown that there is systematic bias in job recruitment as a result of discrimination of candidates with non-white sounding names.
2. Research by Dr. Vikki Boliver at Durham University suggests that only 36% of applicants for elite universities from ethnic minority backgrounds receive places compared to 55% of white applicants.
3. Name-blind application processes are already standard practice in recruitment in many companies to remove unconscious bias in shortlisting.
4. The government has committed itself to tackling 'unconscious bias' in higher education admissions.

### Conference further believes:

1. We live in an unequal society, dominated by privileged groups, where power relations are institutionalised in spaces such as education.
2. Inequalities in education are maintained and amplified as a result of institutionalised forms of bias and discrimination of which the staff and academics involved may or may not be aware of.
3. Name-blind applications will not solve these inequalities on their own, but they have the potential to remove some opportunities for relations of domination to be upheld, and help to promote fair access in education.
4. Applications processes differ from faculty to faculty at many institutions and also courses, so action must be taken across all methods of reviewing applications, including interviews and portfolio applications.
5. We must not allow the government or the Universities to think that name-blind applications are a definitive solution to fair access; we must continue to push for further action against all forms of discrimination and social inequality found in our education system and beyond.

### Conference resolves:

1. To call for Universities and their support services to cooperate on developing a better understanding of inequality and bias in UKHE admissions.
2. To call on UCAS to take the necessary steps to open up its data to researchers, whilst also protecting students' rights to individual data protection.
3. To demand further action to tackle and mitigate bias and inequality in admissions.
4. To demand the further work be done on eliminating bias in interview processes where a University employs them for admissions.
5. To work with SUs on producing further research on issues of bias and inequality in admissions at postgraduate level.

Motion	<b>HE113</b>
Title	<b>What the Covfefe? Understanding HE learning in FE spaces</b>
Submitted by	Chichester College Student Association, Leeds City College Students' Union
Speech For	Chichester College Student Association
Speech Against	Free

### Conference believes

1. That all students should expect an excellent experience regardless of where their courses are delivered
2. Too often higher education institutions and their partner colleges do not have adequate communication or systems to ensure that students have access to IAG services and other activities
3. Students' unions (in FE and HE) have an important role to play to ensure effective representation of HE in FE students
4. That where colleges and higher education institutions have previously had franchise arrangements reforms to higher education have led in many cases to competition between HE and FE providers of higher education.
5. That this has led to a loosening of ties between HE and FE unions where they exist.
6. That colleges need to work very hard to ensure a high-quality higher education environment for HE students eg in the area of access and admissions.
7. That not nearly enough has been done to understand the different learning context of HE students in FE learning environments, and how these students can best engage with their learning and be represented to their institution(s).

8. That in Scotland HE in FE is on the up as providers and Government work together to find pathways that students want that are more local
9. In England the trend is in the reverse, pitting colleges against Universities and pursuing daft schemes like 2 year degrees

### **Conference resolves**

1. To research and disseminate the results of the National Student Survey relating to HE in FE
2. To work with the HE Zone and the Union Development Zone to ensure that HE in FE students' concerns are addressed and the quality of their student experience is continually maintained and improved
3. To work with NUS HE Zone to produce a framework for designing a service level agreement between Higher Education Institutions and their partner college.
4. To promote partnerships between FE and HE institutions as offering choice for students
5. To undertake research to more fully understand the motivations, experience and aspirations of students studying higher education in further education.
6. To produce briefings, reports and other information as appropriate to support HE and FE unions to understand and represent these students.
7. To work with appropriate sector bodies including UUK and the Association of Colleges to advocate for the necessity of ensuring a robust student voice for HE in FE students.

Motion **HE114**

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Title **NSYEs! Getting real about the NSS and TEF**

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Submitted by University of West London Students' Union

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Speech For University of West London Students' Union

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Speech Against Free

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### Conference believes

1. NSS response rates in University after University are up and fees will rise regardless of NUS' failed boycott.
2. A key part of NUS' HE Campaign 16/17 was promoting an NSS boycott in order to sever the link between TEF and fee increases.
3. Public pressure from NUS, MPs, Lords and effectively lobbying of both the House of Commons and the House of Lords by NUS and other organisations contributed towards the Government temporarily severing the link between TEF and tuition fees
4. Despite this some pursue an ideological, anti-NSS crusade regardless.
5. The TEF's reliance on indicators such as employability incentivises institutions to avoid recruiting large numbers of students who face discrimination in the workforce, especially Black students.
6. There is a crisis in HE caused by cumulative effects of repeated reforms which have underfunded education, set it up to function as a marketplace, risks increasing existing attainment gaps which counters ongoing efforts to widen participation.
7. We believe in education that is free at the point of access, as well as free from the dictates of the market: an education that is designed beyond the narrow aim of moulding learners into tools for the workforce.
8. Whilst believing in free education is crucial, prioritising student hardship and stopping further free increases have to be our tactical focus in the year ahead.
9. There is a worrying narrative in some parts of the student movement that suggests that lobbying, student representation and campaigns that don't involve demos are somehow selling out.
10. Using the right tactic at the right time is what our affiliation fees are for and we should never shy away from our role in speaking truth to power.
11. Students are not consumers, but outright rejecting aspects of the student-institution relationship covered by consumer law fails students who need protections.
12. OfS should require universities to adopt student charters of rights and responsibilities.

13. SU Officers in small and specialist institutions and student reps use NSS data at course level, faculty level and institutional level have argued for and secured massive improvements to the student experience. The idea that surveys are bad but student representation is good is simplistic nonsense.
14. Since spring 2016 HEFCE have announced a refocusing of the NSS on students' academic experience. This will mean that students' unions' education and representative function gets recognition, focus and funding.
15. The government's efforts to halve the weighting of NSS in TEF is insulting.

### **Conference further believes**

1. That research into the views of almost 10,000 students that participated in revealed that students believe that TEF should encompass a number of factors related to the teaching and learning environment not currently in TEF (86% IT, 93% Library, Course Resources 93%)
2. There is less support amongst students for employment metrics being in the TEF than other factors (1 in 4 do not agree they should feature but 90% agree that quality of teachers should be included)
3. Whilst students agree that Universities should be held to account for teaching 'not good enough to enable them to succeed', only 34% agree they should be held to account if graduate jobs ratings are poor, and just 18% agree they should be held to account if students drop out.
4. Whilst only around 1 in 5 disagree with 'Gold, Silver, Bronze' rankings, 4 in 5 don't agree that student fees be linked to the rating of the university.
5. Almost no students understand that TEF represents performance against benchmark rather than absolute performance.
6. When considering factors that indicate that a university has excellent teaching, students are over three times less likely to identify high graduate earnings when compared to access to resources.
8. 48% of students would have reconsidered or not applied to their University if they had known it was rated 'Bronze'  
7% of students would have reconsidered or not applied to their University if they had known it was rated 'Gold'

### **Conference resolves**

1. To maintain materials that put forward a vision for a publicly funded and universally accessible post-16 education sector but prioritise stopping fee increases.
2. To campaign for a Teaching Excellence Framework that takes into account the beliefs and actually promotes excellence in teaching.

3. To oppose any boycott or sabotage of the NSS.
4. To embrace elements of the 'students as consumers' agenda by working with OfS, CMA and Which? to provide guidance for SUs on using consumer law to protect students' interests.
5. To work with OfS on changes to the NSS and to reinstate support for SUs in making use of the data
6. To campaign for a TEF that is capable of responding to students' own motivations and considerations when selecting an HEI- which suggests a move away from three marketized medals, towards a highly diverse set of assessments and metrics data that applicants can use individually to make sophisticated choices.

# 300 Union Development Zone

## Union Development Zone Proposals

Motion	<b>UD101</b>
Proposal	<b>Our Unions have, and always will be, Political</b>
Submitted by	Union Development Zone Committee
Speech For	Union Development Zone Committee
Speech Against	Free
Summation	Union Development Zone Committee

### Conference Believes

1. Student unions have a long history of engaging in political campaigns and activity: from student-organised boycotts of South African apartheid, to the fight over vice chancellors' pay, we are proud of our tradition of changing political landscapes and fighting for a better world.
2. In 1994, the Conservative government introduced the Education act. A piece of legislation that aimed to limit the scope and remit of Students Union's.<sup>46</sup>
3. Since then, we have had the Charities Act 2006 which has meant most Students Unions are required to register with the Charity Commission and have had legal restrictions placed on what they can do.<sup>47</sup>
4. The increasing willingness for the Charities Commission and Government to encroach on the freedom of activity of Students Union's is dangerous and attempts to clamp down on important work Students Unions have been doing.

### Conference Further Believes

1. The commission has gone as far as questioning the existence and structures of political societies on campuses - such as Labour, Greens, Liberal Democrat Societies etc.
2. We have seen unions decide to abolish liberation groups representing women, Black students, LGBT members, mature and disabled students when faced with pressure from the regulatory bodies and their hardline interpretation of legislation.

<sup>46</sup> <http://www.legislation.gov.uk/ukpga/1994/30/contents>

<sup>47</sup> <https://www.legislation.gov.uk/ukpga/2006/50/contents>

3. The ability of Union's to take political action and run political campaigns is both consistent with our history and a requirement for our future.
4. We will only and can only change the Further and Higher education landscape through, collective and powerful, political action and negotiation. This must be done with our Students Unions at the very forefront.
5. The protection of political activity and campaigning of Students Union's is pivotal to the future of the Student movement more broadly

### Conference Resolves

1. For the Union Development Zone to better support student unions in response to the Charity Commission's clamp down on political activity and campaigns by running specific support sessions at its training conferences.
2. To resist attacks on our Union's political rights and freedoms, including the disarming of our collective organisations through anti-union laws
3. To work with and support UCU, TUC and other trade unions that have also been subject to legislation limiting their ability to organise.

Amendment	<b>UD101a - ADD AMENDMENT</b>
Title	<b>Defend SUs – Stop Victimisation</b>
Submitted by	Sheffield SU
Speech For	Sheffield SU
Speech Against	Free

### Conference Believes

1. In February this year, the Campaigns Officer at Arts Students' Union had her staff card blocked, was banned from campus unless granted a special permission by security, and was placed under disciplinary investigation after taking part in an occupation against the university's complicity in gentrification.
2. This is just one recent example of university management victimising student officers and activists. Previous examples include, among many others: students being pepper-sprayed by police during a free education protest at Warwick in 2014, police being called on protesters in Birmingham on the same year, 15 activists including the SU President and other officers being taken to court by UAL after an occupation in

2015, and students in Manchester facing a disciplinary after a 2017 Israeli Anti-Apartheid Week banner drop.

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

### **Conference Further Believes**

1. Repression of activists by university management is an attack on free speech and freedom of expression.
2. It is also an attack on Students' Unions and their ability to do their job, and NUS has a responsibility to defend its constituent members.

### **Conference Resolves**

1. To campaign against the repression of students and their unions' political activity.
2. Whenever a story emerges about a university victimising student activists, NUS should get in touch with the SU and the activists in question and offer support: anything from releasing a statement condemning management's actions to calling a solidarity protest.
3. To build links with organisations such as the Green and Black Cross to support activists facing victimisation as well as produce general Know Your Rights toolkits for students involved in political campaigns and direct action.

Motion	<b>UD102</b>
Proposal	<b>A new strategy for engaging disability specialist students' union</b>
Submitted by	Union Development Zone Committee
Speech For	Union Development Zone Committee
Speech Against	Free
Summation	Proposer of the last successful amendment

### Conference Believes

1. The NUS is increasing its members, relationships and interaction with disability specialist institutions and Students' Union's from across the country.
2. We are seeing educational institutions under strain from increasing pressure on resources for disabled students. With an increase of demand on services, the Government has been inadequate in ensuring the required funding reaches the necessary institutions.
3. The United Nations has criticized the UK's 'failure to uphold the disabled people's rights across a range of areas' including education.<sup>48</sup>

### Conference Further Believes

1. We need to ensure all of our resources and support mechanisms are fit for purpose and accessible by disabled students and specialist institutions and students' unions.
2. We must ensure our conferences; training programs and events are accessible by all of our members.
3. To accomplish this, we must think holistically about a new strategy surrounding our engagement with disability specialist Students Union's.

### Conference Resolves

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

<sup>48</sup> <https://www.theguardian.com/society/2017/aug/31/un-panel-criticises-uk-failure-to-uphold-disabled-peoples-rights>

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

Motion	<b>UD102a - ADD Amendment</b>
Title	<b>One size doesn't fit all</b>
Submitted by	Derwen College
Speech For	Derwen College
Speech Against	Free

### Conference believes

1. NUS is the self-professed national voice of students with around 600 affiliated students' unions
2. NUS members include higher education institutions, further education institutions and apprenticeship providers.
3. Within our members are specialist institutions including Derwen College, a specialist residential FE college for learners with learning difficulties and disabilities
4. NUS liberation campaigns are at the heart of our work, fighting for liberation from oppression
5. NUS this year has continued to develop the training programme -FE leaders - developed specifically for learners with learning difficulties and disabilities and has continued to address inclusive practice

### Conference further believes

1. Learners with learning difficulties and disabilities are entitled to a voice within our structures and to have their views listened to and their voice heard
2. NUS prides itself on access awareness, but, despite some raised awareness, continues to fall short for learners with learning difficulties and disabilities. Our campaigns and conferences remain largely inaccessible to this group
3. NUS has a continuing duty to ensure that all members are able to understand processes, to make an informed decision and choice. However, if learners with learning difficulties and disabilities cannot understand or interpret the information provided by NUS, then this is a barrier to participation

4. Learners with learning difficulties and disabilities are very limited in their choices for further education and it is essential that their rights are promoted, defended and extended
5. Whilst much valuable work has been ongoing within NUS on addressing accessibility issues for this group of learners a more dedicated and far more consistent programme of training and a considerable organisation wide cultural shift continues to be required

### Conference resolves to

1. To continue to further develop, maintain and deliver the FE Leaders programme developed specifically for learners with learning difficulties and disabilities
2. A further call for the VPFE and VPUD to work together with the Disabled Students' Officer to review NUS information, seek and undertake relevant training and produce accessible versions
3. A continued call to the Disabled Students' Officer to work with the VPFE and VPUD to support Derwen Students' Union and other affiliated specialist providers to further understand the needs of specialist colleges and to ensure that training is relevant to need.

## Union Development Zone Motions

Motion	<b>UD103</b>
Title	<b>Media Response Unit</b>
Submitted by	Royal Conservatoire of Scotland Student Union
Speech For	Royal Conservatoire of Scotland Student Union
Speech Against	Free

### Conference believes

1. It has become increasingly clear that the mainstream press are often very hostile towards student activists from our member unions, including sabbatical officers.
2. This includes smear campaigns being run in articles online and in the printed press, and by journalists on social media.
3. Negative press can have a detrimental impact on the physical and mental wellbeing of members compromising their health

4. False media stories and narratives from mainstream media on student-led activism can result in abuse, both physically and online, which is a serious safety concern for our members.
5. The purpose of these smears is to serve as a silencing mechanism, especially for those pursuing progressive/left-wing activism.
6. These attacks are often highly racialised and gendered.

### **Conference further believes**

1. As an umbrella body for unions across the UK, it is paramount to show solidarity and support to member unions and students who face difficulties from the press who push false stories and narratives of student activism.
2. The NUS should provide resources that support member unions and student to navigate through negative press.

### **Conference resolves**

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

Motion	<b>UD104</b>
Title	<b>'Welfare and Inclusivity' positions on SU Sports Team Committees</b>
Submitted by	The SU, University of Bath, University of Bradford SU
Speech For	University of Bradford SU
Speech Against	Free

### Conference believes

1. BAME Students are less likely to be involved in sport than students who are White British.<sup>49</sup>
2. Disabled people are twice as likely to be physically inactive than people who are not disabled.
3. Nearly half of LGBT+ students do not participate in sport and perceive the culture as alienating and unwelcoming<sup>50</sup>
4. There are 10% fewer women students engaging in Sport.<sup>51</sup>
5. Sports club culture has been linked to 'lad culture', which enables misogyny and sexism.<sup>52</sup>
6. This lad culture can spill over into verbal and physical sexual harassment in sports social settings.<sup>53</sup>
7. The United Nations High Commissioner for Human Rights has previously urged U.K. authorities, media and Studies show that participation in sport improves mental health and wellbeing.
8. Positive academic achievement has been linked with sports participation.
9. There is a strong link between sports participation and employability.
10. Positive effects of sports participation help to increase retention at institutions.

### Conference further believes

1. Sport at institutions is an integral part of the student experience, with 71% reporting better physical health and 48% reporting better mental health as a result of sport involvement,<sup>54</sup>
2. All students, regardless of disability, sexuality, race, religion or gender should be able to access sports without fear of discrimination.

<sup>49</sup> Sport England, 2013. Evaluation of Active Colleges

<sup>50</sup> NUS, 2012, Out in Sport: LGBT+ Students' Experiences of Sport

<sup>51</sup> BUCS, Women in Sport, 2014. "Get started on the right foot" Activating women's sport in Higher Education

<sup>52</sup> <https://www.nus.org.uk/Global/Campaigns/That's-what-she-said-summary-WEB.PDF>

<sup>53</sup> <https://www.nus.org.uk/Global/Campaigns/That's-what-she-said-summary-WEB.PDF>

<sup>54</sup> NUS, 2018. Sports, Sports, Sports! Increasing Participation And Breaking Down Barriers

3. There is a clear link between highly priced sports memberships, and low membership numbers. The idea of 'free sports' and subsidising club memberships is becoming more common in institutions, but more needs to be done.
4. Racism, inappropriate staffing provision and cultural expectations create barriers into sports participation for BME students. As a result, a high proportion of BME students are less likely to take part in sports than their white British counterparts.
5. Lack of accessibility provision creates barriers into sports participation for disabled students.
6. 'Lad culture' in sports clubs inhibits participation through ableism, misogyny, racism, transphobia and homophobia.
  - a. 46% of LGBT+ students don't participate in sport and find the culture around sport alienating and unwelcoming, 38% of LGBT+ students who play sport are not out to their coaches or teammates and 14.3% of LGBT+ students in sport have experienced discrimination based on their gender or sexuality.
  - b. A significant less number of women take part in sports due to underrepresentation. Students of faith who require gender-specific classes or activities are also affected by barriers into sport participation.

### Conference resolves

1. To encourage SUs to make a 'Welfare and Inclusivity Officer' on sports teams a compulsory committee position
2. To support SUs in training these students to be actively breaking down barriers to participation in Sport and to be a visible point of contact for students to report and disclose discrimination or harassment
3. To continue to tackle the prevalence of lad culture and sexual harassment and assault in sports settings on campuses to ensure open and safe environments for everyone
4. To liaise with BUCS and to implement a programme with them to further welfare and inclusivity in sport.
5. The Vice President Union Development to continue the great work on breaking down the financial barriers to sport and continue to support Students Unions in gaining sports bursaries or scholarships to close the financial gap in sports participation.
6. That NUS Full Time Officers collaborate with NUS Disabled Students' Officer, BME Officer, LGBT+ Officers, Trans Student Officer and Women's Officer on developing provisions and good practice for students' unions to take to their campuses, advising them on what steps to take to dismantle barriers for access in their sports participation.

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

Motion	<b>UD105</b>
Title	<b>National Postgraduate Representation</b>
Submitted by	University of Birmingham Guild of Students,
Speech For	University of Birmingham Guild of Students
Speech Against	Free

### Conference believes

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

### Conference further believes

1. Many unions have been successfully integrating Full Time Postgraduate Officers to their structures.
2. That these Postgraduate Officers lack adequate support that other Officers get in the form of training events like Lead in Change, relevant campaigns and full time officers to fight for their voice
3. There exists an informal network of Postgraduate Officers who organise conferences and networking opportunities for themselves – but little support exists from NUS.

4. NUS removed the postgraduate committee that supports the two postgraduate reps on NEC. This has decreased activity in the Section and has meant that the NEC reps are unsupported in representing over 500,000 students.

### Conference resolves

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

Motion	<b>UD106</b>
Title	<b>Protecting Students in Nightclubs and Bars</b>
Submitted by	Bristol Students' Union
Speech For	Bristol Students' Union
Speech Against	Free

### Conference Believes

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

### Conference Resolves

1. Adequate training must be given to all bar staff within student unions, so that appropriate procedures can be followed when cases of harassment arise.

2. These policies should be accessible and visible within union buildings, allowing students to report incidents.
3. Furthermore, student unions should work with popular student bars and nightclubs to ensure that they follow a zero-tolerance approach to sexual harassment.

Motion	<b>UD107</b>
Title	<b>Hello, is it Nightline you're looking for?</b>
Submitted by	The Students' Union at University of West of England
Speech For	The Students' Union at University of West of England
Speech Against	Free

### Conference believes

1. University Nightlines are incredibly important services giving students a confidential outlet in which they can discuss issues they may be having.<sup>55</sup>
2. Nightline is distinct as a welfare service due to its peer-to-peer nature.
3. Universities can be a barrier for the establishment of a Nightline service with regards to funding, infrastructure and welfare.
4. The Nightline Association currently does not provide Students' Unions with adequate support to lobby their Universities to fund Nightline services<sup>56</sup>.
5. University Nightlines create opportunities for students to improve their listening skills, increase their confidence and give them an insight into student welfare<sup>57</sup>.

### Conference further believes

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

### Conference resolves to

1. NUS should work in collaboration with the Nightline association to build accessible resource packs for Students' Unions to be able to effectively lobby their Universities to establish these key out-of-hours services.

<sup>55</sup> <https://www.nightline.ac.uk/about-nightlines/>

<sup>56</sup> <https://www.nightline.ac.uk/universities-student-unions/>

<sup>57</sup> <https://www.nightline.ac.uk/2014/08/facts-statistics-summary/>

Motion	<b>UD108</b>
Title	<b>Unions should pay the real living wage, as defined by the Living Wage Foundation</b>
Submitted by	Northumbria University Students' Union
Speech For	Northumbria University Students' Union
Speech Against	Free

### Conference believes

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

### Conference further believes

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

### Conference Resolves

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

Motion	<b>UD109</b>
Title	<b>Asset learner forum</b>
Submitted by	National Society of Apprentices, City of Bristol SU
Speech For	National Society of Apprentices
Speech Against	Free
Interrelationship	A rule change to the Constitution is property on NUS National Conference and CR6 would be to bring a motion back to this this body in 2019.

### Conference believes

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

### Conference further believes

1. It is clear that the current NUS governance reforms proposals have not gained enough political agreements
2. NUS reforms have not been brought to this conference
3. As the NSOA reforms were being looked at as part of the governance reforms which will now not be passed, once again the NSOA and apprentices are without recognition and constitutional rights

4. Practically this means that once again apprentices from the NSOA are not able to be involved in NUS democracy or structures. This means they are not able to vote, stand in elections or shape our policy making process
5. This is not good enough. NUS need to act now and ensure that NSOA have a genuine and fair voice around the table.
6. By working together, NUS and NSoA can provide better representation for apprentices.

### **Conference resolves to**

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

Motion	<b>UD110</b>
Title	<b>Updating the Education Act</b>
Submitted by	Coleg Cambria
Speech For	Coleg Cambria
Speech Against	Free

### Conference believes

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

### Conference further believes

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

### Conference resolves

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

Motion	<b>UD111</b>
Title	<b>Defending Freedom of Speech</b>
Submitted by	Goldsmiths Students' Union, Black Students Campaign Committee
Speech For	Goldsmiths Students' Union
Speech Against	Free
Summation	Proposer of last successful amendment

### Conference believes

1. The National Union of Students has a No Platform policy which was introduced in 1974 and is voted on every year.<sup>58</sup>
2. As part of the Counter Terrorism and Security Act 2015, under the Prevent Duty, the government made it mandatory for all public bodies - including schools, colleges, and universities - to have due regard for the need to be drawn into terrorism. Under government guidance, education institutions are trained to monitor the behaviour of their members, encouraging staff to raise concern over their members lives inside or outside of the institution<sup>59</sup>
3. On October 19<sup>th</sup> 2017, Jo Johnson called on the Office for Students (OfS) to champion free speech in universities, with the aim of ensuring that "students are exposed to a wide range of issues and ideas in a safe environment without fear of censorship".<sup>60</sup>
4. Following this, Jo Johnson announced that the Office for Students would take a more aggressive role in securing freedom of speech in universities, including fining institutions for failing to uphold it.
5. An outrage about 'Free Speech' in universities has been manufactured in recent years by the government and press.
6. This often relies on crude, false connotations between diverse direct-action tactics and campaigns with 'No Platforming' or 'Safe Spaces', accusing student campaigning as the greatest threat to free speech in universities.
7. It is unclear exactly what this new 'duty' would add in practice, but in context it's likely that student direct action will be targeted.

<sup>58</sup> [https://nusdigital.s3-eu-west-1.amazonaws.com/document/documents/31475/NUS\\_No\\_Platform\\_Policy\\_information\\_.pdf?AWSAccessKeyId=AKIAJKEA56ZWKFU6MHNQ&Expires=1517780809&Signature=wjJ7rSvYlB6MKadAI8OEGiEtoi%3D](https://nusdigital.s3-eu-west-1.amazonaws.com/document/documents/31475/NUS_No_Platform_Policy_information_.pdf?AWSAccessKeyId=AKIAJKEA56ZWKFU6MHNQ&Expires=1517780809&Signature=wjJ7rSvYlB6MKadAI8OEGiEtoi%3D)

<sup>59</sup> <https://www.gov.uk/government/publications/prevent-duty-guidance>

<sup>60</sup> <https://www.gov.uk/government/speeches/free-speech-in-the-liberal-university>

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

### Conference further believes

1. The OfS's inclusion on 'freedom of speech' is geared towards inhibiting Students' Unions to create 'no platform' policies; this clashes with NUS's policy on no platforming, and the safety of our liberation group students. It is well within our democratic rights to no platform those who incite hate speech.
2. The OfS's stance on 'freedom of speech' is flawed and inconsistent with the Prevent strategy: they cannot both champion freedom of speech, and yet persist with the Prevent Duty, which creates a chilling effect on campuses, in which a number of students feel targeted and unable to speak freely and engage in democratic and normal debate, without being reported to Prevent authorities.<sup>61</sup>
3. It is unethical to monitor the activity of students - by monitoring prayer rooms, or emails, or by censoring normal student events. This leads to the censoring of students' rights to freedom of expression.
4. The OfS's stance on 'freedom of speech' is flawed and inconsistent with the Prevent strategy.
5. The University of Exeter and UCLAN intervened to cancel student-run events that were intended to raise awareness about Palestinian human rights because of links to Prevent.<sup>62</sup>
6. Muslims are fifty times more likely to be referred to Prevent than a non-Muslim. This is not conducive to an equal society, in which Islamophobia is increasing and Muslim communities are targeted.<sup>63</sup>
7. Links to Prevent also led The University of Westminster to install CCTVs inside their prayer rooms without consultation. This made women using the room feel uncomfortable with taking their headscarves off in a safe space.<sup>64</sup>
8. Free Speech is one of a number of rights to hold power to account and is inseparable from the right to organise and the right to protest. Therefore it must be defended and exercised 'from below'.
9. Cases invoked by the government/press as threatening free speech on campuses include 'Decolonise' campaigns, pro-Palestine protesting, trigger warnings and antiracist/antifascist campaigning.
10. There is indeed an attack on Free Speech in universities - it comes from the state cracking down on student political organising, and the likes of PREVENT.

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<sup>61</sup> <https://www.timeshighereducation.com/opinion/if-ofs-all-about-freedom-speech-policy-must-least-be-consistent>

<sup>62</sup> <https://www.theguardian.com/world/2017/feb/27/universities-free-speech-row-halting-pro-palestinian-events>

<sup>63</sup> <http://www.aljazeera.com/indepth/opinion/2017/07/criticism-prevent-based-facts-myths-170703072558455.html>

<sup>64</sup> <http://www.spiked-online.com/newsite/article/preventing-free-thought-on-campus/18062#.Wnc46tLjIU>

11. Student events have come under heavy restrictions and censorship under the Prevent duty. This includes demands for security, monitoring or vetting guests.
12. Direct action has a proud tradition in the student movement that we must defend. Universities should not be made to police students' action, nor should SUs ever be complicit in doing so.

### **Conference resolves to**

1. To mandate the Vice President Union Development to support Students Unions to develop a 'Know Your Rights' toolkit, with legal briefings on student rights and freedoms as enshrined in legislation, including our rights of freedom of expression and freedom of speech
2. To continue the campaign against the Prevent duty, which curtails all our rights and freedoms
3. To work with other unions, including UCU, to lobby the government to review and repeal the Prevent duty.
4. Lobby for an end to the OfS' 'Free Speech' duty, as government bodies cannot be trusted to defend Free Speech.
5. Campaign against any future laws or policies that stifle or criminalise direct and disruptive action.
6. Continue to campaign for the abolition of PREVENT and the Prevent duty.
7. Campaign for an end to extra restrictions and bureaucracy being applied to events and student activities under the Prevent duty.

Amendment	<b>UD111a - DELETES main motion and REPLACE with amendment</b>
Title	<b>Affirm Conference's Commitment to Freedom of Speech</b>
Submitted by	Kings College Students' Union
Speech For	Kings College Students' Union
Speech Against	Free

### Conference believes

1. Free speech is defined as the freedom to express any views or opinions, without censorship or restraint, which do not contravene existing UK law.<sup>65</sup>
2. This year, King's College, London Students Union employed a 'Safe Space' policy during a student led event with a democratically elected Member of Parliament.<sup>66</sup>
3. The Chancellor of Oxford University decried as 'fascistic behaviour' the trend of certain Students Unions to censor or ban controversial speakers, labelling 'Safe Spaces' and 'No-Platforming' as 'fundamentally offensive'.<sup>67</sup>
4. Professor Dennis Hayes, of Derby University, noted in June 2017 that a 'climate of censorious attitudes' has left academics at British Universities 'in fear of their jobs'.<sup>68</sup>
5. The President of Sussex Students Union, Frida Gustafsson, was threatened with a No-Confidence Vote for taking a picture with a democratically elected Member of Parliament.<sup>69</sup>
6. The government have deemed it necessary to create the new Office for Students with powers to fine, suspend, or deregister universities that do not protect free speech under law.<sup>70</sup> [6]

### Conference further believes

1. Universities should be places where different points of view are aired, debated and rigorously interrogated.
2. In order to foster comprehensive and rigorous debate, students, academics, and guests of student societies should feel free to voice controversial opinions that do not contravene UK law.

<sup>65</sup> [https://en.oxforddictionaries.com/definition/freedom\\_of\\_speech](https://en.oxforddictionaries.com/definition/freedom_of_speech)

<sup>66</sup> <https://www.standard.co.uk/news/london/kings-college-slammed-for-patronising-and-problematic-safe-space-marshals-paid-12-an-hour-to-police-a3669151.html>

<sup>67</sup> <http://www.telegraph.co.uk/education/2017/11/04/safe-spaces-universities-fundamentally-offensive-says-oxford/>

<sup>68</sup> <http://www.independent.co.uk/news/education/education-news/university-safe-spaces-academics-professors-fear-lose-jobs-students-free-speech-political-correct-pc-a7815991.html>

<sup>69</sup> <https://www.thetimes.co.uk/article/frida-gustafsson-sussex-university-rees-mogg-picture-protest-withdrawn-9qvz3fhnd>

<sup>70</sup> <https://www.gov.uk/government/news/new-universities-regulator-comes-into-force>

3. The censorship of democratically elected Members of Parliament, outside of what is already regulated by UK law, is antithetical to liberal democratic principles of freedom, and is regrettable.
4. The trend within UK universities, and their student unions, to stifle or ban controversial speakers through safe spaces and no-platforming, beyond what is already legislated for under UK law, is regrettable, and must be reversed.

### Conference resolves

1. To call for all student unions to drop their safe space and no-platform policies.

Motion	<b>UD112</b>
Title	<b>LGBTQ+ Safety &amp; Satisfaction Survey</b>
Submitted by	Huddersfield Students' Union
Speech For	Huddersfield Students' Union
Speech Against	Free

### Conference believes

1. A report by Centre for Education and Inclusion Research (CEIR), states that Individuals' sexual and gender identities may influence university choice-making (which is not to suggest that LGBT+ students make decisions solely based on their gender or sexual identities) and that Research with LGBT participants points to the importance of geography in university choice making.
2. LGBT+ students also attribute Scene size and vibrancy as a key factor for some prospective LGBT students: universities with large scenes nearby are thought to be more tolerant and supportive (Epstein et al, 2003; Taulke-Johnson, 2010a; Valentine et al, 2009)
3. University information may also influence choice of institution for LGBT students: Valentine et al's (2009) research indicated that positive images of LGBT people in university brochures, prospectuses and on websites had influenced students? Decisions
4. American research (Kane, 2013) has indicated that the existence of an LGBT student organisation is used as a key indicator of a safer? Campus
5. At the present time, there is no way of comparing if universities are specifically LGBT+ friendly or have a high LGBT+ student satisfaction

### Conference further believes

1. This would provide incentive for universities and unions to improve as well as allowing prospective students to make more informed decisions for their safety and wellbeing.

### Conference resolves to

1. NUS should be central to creating an LGBT+ Satisfaction Survey. This survey would allow all LGBT+ students to provide feedback that shows each universities level of LGBT+ friendliness, safety and satisfaction.
2. NUS should produce results of the survey intended for LGBT+ students to report their experiences and prospective LGBT+ students to compare different universities and unions.
3. This survey should be built into annual communications to support and grow institutions satisfaction for its LGBT+ students.

Motion	<b>UD113</b>
Title	<b>Feed us!</b>
Submitted by	Exeter Students' Guild
Speech For	Exeter Students' Guild
Speech Against	Free

### Conference Believes

1. According to Food Standards Agency research, "around 1 to 2% of adults and 5 to 8% of children in the UK have a food allergy" in addition to the 1 in 100 people who have Coeliac Disease.
2. That Diabetes UK research shows that 1 in 17 people live with Type 1 or Type 2 diabetes.
3. That non-medical dietary needs exist, including due to religious beliefs such as Kosher and Halal diets, as well as arising through lifestyle choices.

### Conference Further Believes

1. That European Union Food Information for Consumers Regulation (EU FIC) came into force in 2014 and requires food manufacturers to explicitly highlight food allergens on labels.
2. That there is an increased awareness amongst the student body about the diversity in dietary requirements be it due to religious beliefs, medical reasons or otherwise.

To provide value to all its members, the NUS must ensure their dietary needs are met by universities, Unions and in catered accommodation. This cannot be ensured on a national scale without NUS lobbying.

3. That a food allergy or dietary need can be a major barrier in both self-catered accommodation and catered accommodation alike.
4. That the idea is supported by the student body at Exeter, as seen through our democratic process of Student Ideas. It has also been a recurring theme on officer manifestos since 2014. It is important to represent the needs of all our members and this is a national theme in grand scheme of issues.

### **Conference Resolves**

1. That NUSSL should work to increase food provision and expand their range to provide for more dietary needs, including accommodating them in NUS Meal Deals.
2. To accommodate for dietary needs in NUS Meal Deals - expanding the range offered through NUSSL.
3. To monitor trends in student dietary requirements and raise awareness for these in NUS affiliated unions.
4. To support Union officers in campaigning for accommodation of dietary requirements in their own regions.
5. To lobby the government to maintain EU FIC in UK law and strengthen legislation to reflect modern dietary requirements following withdrawal from the European Union.
6. That NUS explores partnerships with leading food charities such as Coeliac UK, the Vegan Society and the Halal Food Authority to raise awareness and recognise diverse dietary needs.
7. That NUS launch a Food Survey to Unions that assesses existing provision for dietary needs. This should explore good practice and inform a Food toolkit to be used by Unions and better the experience on campus.

Motion	<b>UD114</b>
Title	<b>Get BAME Students involved!</b>
Submitted by	Northumbria University Students' Union
Speech For	Northumbria University Students' Union
Speech Against	Free

### Conference believes

1. A number of professionals within universities, including open day representatives, should encourage BAME students to get involved with extra- curricular activities
2. Increasingly, institutions are encouraging their students to join in with elections and involvement in University decisions
3. Unions which have successfully been able to encourage BAME students to get involved should share best practice with other unions and institutions to ensure consistency

### Conference further believes

1. Policies in place at the moment are ineffective tools for addressing these issue at present
2. Universities have an obligation to ensure that such inequality does not take place and their policies promote an inclusive environment that allows students of all ethnicities to take part in extra activities
3. Students' Unions should monitor statistics across all activities to ensure there is a healthy involvement of BAME students, including their democratic elections

### Conference resolves

1. To conduct a piece of national research looking into the BAME students that do get involved within extra-curricular activities and encourage them to share best practice
2. To place emphasis on CV-building through extra-curricular involvement
3. To make BAME students in particular more aware of University decisions and policy changes that may affect them

Motion	<b>UD115</b>
Title	<b>Only allow fashion retailers that promote healthy body image to be a part of the NUS extra card</b>
Submitted by	Huddersfield Students' Union
Speech For	Huddersfield Students' Union
Speech Against	Free

### Conference believes

1. The average size of women in the UK is a 16, as concluded by a sizing study in 2002.
2. The previous study before this was conducted in the 1950's and placed women at an average size 12 which is smaller than today's standard size 12.
3. Media has shaped views of ideal body image and advertisements and mannequins are in the public eye constantly when shopping at both in-store and online fashion retailers.
4. The stigma with body shape has caused multiple eating disorders, 1.6 million people in the UK are reported to have signs of an eating disorder with 14-25-year olds most affected.

### Conference resolves

1. Fashion retailers used by NUS should begin to introduce various sized models for advertisements in order to be part of the NUS extra card to promote beauty in all its shapes and sizes.
2. As the majority of university students sit in the age group that is most affected by eating disorders, the NUS should take responsibility to ask retailers who are part of the NUS extra card to select models, who reflect the people of this country, as part of their advertisements, in order to be part of the NUS discount card.

Motion

**UD116**

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Title

**Part-time (and Mature) students are full time members**

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Submitted by

Liverpool Guild of Students

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Speech For

Liverpool Guild of Students

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Speech Against

Free

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### Conference believes

1. In the past few years, there has been a gap in terms of representation from the lesser heard from part-time and mature students.
2. In 2016, the part-time and mature students section approved policy to push for a full-time officer to represent their interest. At the minute, it is still a voluntary role and not much information can be gleaned from NUS' website
3. In the last two years, there has not been many campaigns or activities aimed at tackling the needs of part-time and mature students who often feel left out and isolated in FE and HE institutions.
4. Unions in HE tend to focus on the 18-21 UG group unless there happens to be a passionate officer or a student who pushes otherwise.
5. There has been a lack of NUS material on the needs of this group of students nor a full properly supported network to be tapped into as is for example activities officers or education officers.
6. This has meant that at a national level there has been a lack of focus on this group of students such as on mature students' bursaries and locally, unions who are often busy with the usual hubbub don't have any national prods to help them better represent part-time and mature students.

### Conference resolves

1. To urge NUS to undertake research into what the needs of part-time and mature students are with consultation from students within that group as well as unions.
2. To look and review the representation of part-time and mature students and see if it is possible to have a place on the NEC that is reserved for Part-time Students and look into the possibility of a Full time part-time officer or an arrangement that would suit that particular group of students.
3. To provide resources for unions to take advantage of to better represent and help part-time and mature students and to get the wins that matter to them.

Motion	<b>UD117</b>
Title	<b>Student volunteering</b>
Submitted by	Liverpool Guild of Students
Speech For	Liverpool Guild of Students
Speech Against	Free

### Conference believes

1. Students volunteering in communities have been a long-standing tradition within unions.
2. Some of these projects have been initiated by unions and have led to award winning projects and policies such as the NUS Green Award and Middlesex's successful integration of refugees.
3. That student volunteering creates a sense of bond with the local community and helps students feel more at home while boosting their CV and giving something back to society.

### Conference resolves

1. For NUS to undertake research into the student community volunteering sector across the UK to identify issues and areas of best practice .
2. For NUS to support unions in establishing community links and volunteering opportunities within their local region with a guide or toolkit.
3. For the VP Society and Citizenship to look into the setting up of regional networks so unions can work together on local issues including volunteering and lobby the local authority or devolved government.
4. For the VP Society and Citizenship to promote student volunteering and the good students contribute to communities and to work with the VP Union Development to link this in with #LoveSUs and other forms of communication so all unions can showcase their amazing work.

Motion	<b>UD118</b>
Title	<b>Where is the Love(SUs)?</b>
Submitted by	St. Mary's University Students' Union
Speech For	St. Mary's University Students' Union
Speech Against	Free

### Conference believes

1. Students' Unions are a vital source of engagement, satisfaction, and improvement in education, both in the UK and the wider world.
2. That Students' Unions are hubs of social action and change, often at the forefront of progressive thought and campaigning.
3. That Students' Unions continue to be at threat due to an aggressive and hostile policy environment which undermines the work which we do, the rhetoric of protecting free speech from the current government is an example of this.
4. That championing Students' Unions, their work and their influence both in the sector and to wider society is a vital role, and that NUS should always be that champion.

### Conference further believes

1. That the #LoveSUs annual launch in October/November time was established, partly, to give Students' Unions something to combat the 'November Blues' that sweeps across the movement.
2. This year in November we received an email from the VP UD telling Students' Unions that #LoveSUs would be used to profile the positive impact that Students' Unions have had on students and student officers, but that this would be delayed until at least January.
3. This meant that the collectivism and celebration of Students' Unions and their Students during the 'November Blues' period was missed.

### Conference resolves to

1. For #LoveSUs to be run annually by NUS to celebrate Students' Unions, and be launched during the 'November Blues' period.
2. For the VP UD to champion #LoveSUs throughout the academic year.
3. For the VP UD to create a toolkit to help Students' Unions #LoveSUs locally, as mandated in conference policy last year.

4. For the VP UD to host an annual #LoveSUs reception, inviting key stakeholders and decision makers; for example government and political party officials, Universities UK representatives, Trade Unions, volunteering organisations, etc. to celebrate the best of what SUs do, and to show the power and influence of our movement.

Motion	<b>UD119</b>
Title	<b>Researching Students' Unions and Sustainability</b>
Submitted by	UEA Students' Union
Speech For	UEA Students' Union
Speech Against	Free

### Conference believes

1. Research (and therefore comprehensive knowledge) on students' unions in relation to sustainability in non-existent but needed.

### Conference further believes

1. NUS should encourage research to systematically and comprehensively understand students, students' unions and NUS itself in relation to sustainability.

### Conference resolves

1. Develop and offer at least 5 dissertation topics annually - related to NUS and sustainability - as part of Dissertations for Good. Also, encourage dissertations in collaborations with individual students' unions or collectively.
2. Obtain research funding from relevant bodies to increase available funds to encourage research on the given topic.
3. Develop partnerships with UK universities to enable and fund PhD positions related to exploring the topic of sustainability related to students' unions and students at large.

Motion	<b>UD120</b>
Title	<b>No Voice Students</b>
Submitted by	Chichester College Student Association
Speech For	Chichester College Student Association
Speech Against	Free

### Conference believes

1. Many FE Colleges use student voice as a tick box exercise, with Student Unions not being given the support and investment deserved from their senior leadership teams.
2. Further Education Student Unions can benefit all students with sufficient support and finance from their college and guidance from NUS.
3. Student unions are perceived as being society focused which underplays the work of student voice and representation.

### Conference further believes

1. NUS is a confederation of Student Unions, 65% of which are Further Education institutions representing 4.5million students.
2. Further Education Student Unions should be given the same level of national support, time and funding as Higher Education Student Unions.
3. Students should be seen as the key stakeholder of their colleges.
4. Dedicated full time roles such as sabbatical officers enable unions to hear more learners, especially within larger, merged college groups.
5. FE colleges cater for a diverse student population including 14-16, 16-18, apprenticeships, adult learners and higher education, each with their own needs and voices.

### Conference resolves

1. To mandate VPFE to work with a selection of well-developed student unions to showcase best practice and provide day to day support for FE unions.
2. Develop regional support networks to enable officers to provide support on day to day and regional issues.
3. Develop a toolkit using best practice examples to enable student unions to have open communication with their college management teams and work with student unions to further these working relationships.

4. To design and deliver a workshop session on engaging student voice with both learners and college staff which is also available as a webinar for unions who do not have the resource to attend.
5. To continue to develop the Learner Voice Framework with the introduction of new features based on feedback from FE student unions.

Motion	<b>UD121</b>
Title	<b>Ethical Purchasing</b>
Submitted by	UEA Students' Union
Speech For	UEA Students' Union
Speech Against	Free

#### **Conference believes**

1. NUS should strongly encourage unions to sell more ethical products.

#### **Conference further believes**

1. Trade in toxic sanitary products is unethical.

#### **Conference resolves**

1. Purchase at least 20000 non-toxic sanitary products under the NUS purchasing consortium, increasing the number annually.
2. Purchase fair-trade tea and coffee only.
3. Develop a new purchasing strategy aiming to rapidly increase the number of product types certified as fair-trade and do not purchase non-fair-trade products in those product categories.

Motion	<b>UD122</b>
Title	<b>A legal front</b>
Submitted by	St. Mary's University SU
Speech For	St. Mary's University SU
Speech Against	Free

### Conference believes

1. That NUS should be supporting Students' Unions to seek out legal advice, and giving guidance on the appropriate channels for disputes as evidenced in the notes of this motion.
2. That Students' Unions are charities based within the UK and must operate within UK law.
3. That Students' Unions face legal challenges and barriers like any organisation.
4. That not all Unions can afford legal advice if the situation arises.
5. That the National Union of Students have a vast membership with a wide range of experiences and most of the time another Union will have faced similar legal issues, and may mean costs for smaller legal issues can be resolved without cost.

### Conference further believes

1. The leadership of Students' Unions are normally elected Students who may not have the experience or knowledge for some of these challenges.
2. CEOs/General Managers may face legal issues they have had no experience in.
3. Even the biggest Students' Unions do not have the capacity to have the necessary legal advice in house.
4. If the legal knowledge is not in a Students' Union team this can cause delay in work, stress and frustration in many Union senior management and trustee boards.

### Conference resolves to

1. That NUS will support Sabbatical Officers and Students' Unions in seeking legal advice in all fields, to a point that is appropriate.
2. That NUS will commission and create a list of trusted solicitors and advisors for Students' Unions to use in instances where they are being taken advantage of commercially, both national and regional.

3. That NUS will collect best practice for dealing with legal issues in a range of topics, collating how member Unions have dealt with legal issues in the past and creating the topics from common themes.
4. That the National Union of Students stands in full solidarity with Keele Students' Union and should create a list of trusted Entertainment artists for Unions.

Motion	<b>UD123</b>
Title	<b>Minor waves to microwaves</b>
Submitted by	St. Mary's University SU
Speech For	St. Mary's University SU
Speech Against	Free

### Conference believes

1. Students are more likely to finish their course of study if engaged in their Students' Union
2. Not all Students' Unions have the resources to create a social space.
3. Social Spaces are great places for students to come and chill between lectures, but also a place for the Students' Union to engage their students in the Unions work and campaigns.

### Conference further believes

1. NUS has been more focused on campaigns that are national, high profile, or that benefit larger Unions, campaigns that smaller Unions may not have the resources to engage their students in fully.
2. Union development is for all Unions to engage in, and to develop all kinds of Unions, not just those that are large enough to be involved.
3. The UD zone should develop and support smaller Unions in maximising their potential.

### Conference resolves to

1. For NUS to support Unions with little or no spaces in the creation of a basic Student Social Space, creating a campaign toolkit with best practice from Students' Unions who have run successful campaigns on this, specifically concentrating on FE and Small & Specialist Unions.
2. For NUS to give Students' Unions advice on how to negotiate with their Institution on gaining a Student Space.

3. For NUS to create a guideline risk assessment for basic amenities such as a kettle and microwave for shared student social space, and include this and the arguments for having these amenities in the guide, as this is something institutions often push back on.

Motion	<b>UD124</b>
Title	<b>Putting NKW AFC At the Heart of NUS</b>
Submitted by	Middlesex SU, Falmouth and Exeter Students' Union
Speech For	Middlesex SU
Speech Against	Free
Summation	Falmouth and Exeter Students' Union

### Conference believes

1. That students across the country would benefit from having one afternoon a week dedicated to extra-curricular activity
2. That Students' Unions across the country have been fighting to make this happen on their campuses
3. That this campaign would be easier for SUs if NUS coordinated a national campaign on the issue
4. There is more to student activities than sports.
5. Other student groups, such as RAG, Societies and Student Media, has lacked representation from NUS.
6. These student groups improve employability in students.
7. Other student groups tend to receive less funding than sports and often face cuts first.
8. These groups are often less resourced.

### Conference resolves to

1. For NUS to set up and run the NKW AFC (National Keep Wednesday Afternoons Free Campaign) to help SUs fight for this
2. To put on a NKW AFC winter conference for SUs to share best practice on the campaign
3. To mandate the VP UD to work collaboratively with National Student Fundraising Association, Student Publication Association, Student Radio Association and National Student Television Association, and other associated bodies.

4. For the VP UD to provide support, opportunities and guidance to these groups.
5. To produce a tool kit highlighting the benefits of taking part in these activities, similar to the Sports Toolkit.

Motion	<b>UD125</b>
Title	<b>Scraping the Barrel</b>
Submitted by	Aberystwyth Students' Union
Speech For	Aberystwyth Students' Union
Speech Against	Free

### Conference believes

1. Campaigns run by NUS are often too pricey for lower budget student unions to get involved in
2. Student unions with a lower budget are often limited with the campaigns they can run and therefore become isolated from NUS
3. Conferences are often planned with much larger budgets in mind which limits the training officers can get
4. Demands made by NUS for national conference delegates are often unachievable or limit the work SU's can do when pushed to a smaller budget

### Conference resolves

1. We want all NUS campaigns to be affordable for all Unions - currently NUS campaigns are budgeted without consideration for smaller Unions meaning we are unable to join with national campaigns as they are unaffordable. We would like to see the NUS provide a model of each campaign with a budget so all unions across the country are able to participate in all NUS campaigns.
2. NUS to carry out a study into block grants and budgets given to all student unions
3. NUS to use this research to apply a budget limitation on large campaigns run by NUS so all can join
4. NUS to look into the length of conferences and training so that all officers can attend if they wish
5. NUS to always consider alternative cheaper options to more expensive campaigns

Motion	<b>UD126</b>
Title	<b>Work based learner strategy</b>
Submitted by	Liverpool Guild of Students
Speech For	Staffordshire University Student' Union
Speech Against	Free
Summation	Liverpool Guild of Students

### Conference believes

1. That in the coming years thousands of degree level apprenticeships will be created.
2. There is likely to be an increase in private providers in higher education sector.
3. Students in this sector need NUS and student representation.
4. It is essential that work-based learners are afforded the opportunity for representation not only as a worker but also as a student.
5. Some private providers offer flexible and vocational opportunities that the 'traditional' HE sector doesn't
6. That the planned rapid expansion of degree level apprenticeships into Higher Education presents a game changer for universities and SUs
7. Effectively representing apprentices in Higher Education will be key to maintaining our legitimacy
8. Unions benefit when working together especially within regions as many student issues may be a product of their environment rather than the institution they study in. This may include but are not limited to housing, crime, volunteering and student safety
9. However, unless there are prompts already in place due to good working relationships of support staffs, these regional networks tend not to take place and many unions may be fighting the same battles in isolation
10. In addition, HE and FE institutions may not link on such issues as they may be unaware of each other or in some situations just have no links to begin a conversation
11. Moreover, with more institutions entering new markets such as trans national education and partnerships as well as off-site campus education, unions are facing new challenges in providing their services to their non-traditional members.

### Conference resolves to

1. To establish regional networks and networking events to allow for partnerships to develop between unions especially during induction periods
2. To establish groups and forums of similar functioning unions such as a trans-national education group to get together all unions facing similar issues to discuss ideas and share best practice
3. To promote regional activity in tackling local issues and have coordinators to manage these groups
4. To list out by area all unions and representing members to enable ease of finding out nearby unions and contacts to build connections.
5. To develop a national strategy for securing the interests of work based learners
6. The provision for distance learning courses is rapidly expanding within the Higher Education sector
7. Distance learners do not receive the same level of support from institutions that campus based or part-time students receive.
8. To lobby to ensure that there are stringent conditions on those in the private sector
9. To work with trade unions to improve awareness of students' union membership to learners enrolled in work based learning
10. To conduct student experience research into the expectations and satisfaction of those students undertaking accelerated degrees to better understand the impact of condensing courses.
11. To lobby for the introduction of national satisfaction surveys for all learners at all levels of study.
12. To conduct research into the quality and employability of students undertaking accelerated degrees to better understand the impact of condensing courses and the consequent impact on three year degrees such as retention and recruitment
13. To meaningfully highlight the incredible work done by the National Society of Apprentices in developing new ways of engaging work based learners
14. To produce guidance to help HE student unions prepare for the increase in the number of apprentices by learning from best practice within FE student Unions and the National Society of Apprentices

Motion	<b>UD127</b>
Title	<b>We're So Extra</b>
Submitted by	Aberystwyth Students' Union
Speech For	Aberystwyth Students' Union
Speech Against	Free
Interrelationship	This will be referred as a recommendation to NUS Services if it passes.

### Conference believes

1. Only national businesses are included in the NUS Extra card discount scheme
2. Student unions currently have to work with local businesses in their areas to request student discounts in store
3. Many isolated student unions don't have national chains and therefore the NUS Extra card holds little to no meaning at these Universities
4. Student unions struggle to sell NUS Extra cards due to the nature of the businesses included on the discount scheme
5. Students feel a disassociation from NUS due to the lack of relevant discounts for them

### Conference resolves

1. That the NUS Extra card be able to include Local businesses as it currently only contains only nationally branded discounts with no discounts specific to the location of each individual union. We want there to be the option of delegating the NUS card into our local businesses so our students can have access to more discounts.
2. NUS give power to student unions to elect smaller businesses to be included in the scheme
3. NUS to look at smaller chain businesses more relevant to their membership
4. NUS to look at the nations to include them in any new additions to the discount scheme

Motion	<b>UD128</b>
Title	<b>We Want Welsh</b>
Submitted by	Aberystwyth Students' Union
Speech For	Aberystwyth Students' Union
Speech Against	Free

### Conference believes

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

### Conference resolves

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

# 400 Welfare Zone

## Welfare Zone Proposals

Motion	<b>W101</b>
Proposal	<b>Mental Health – From The Roots Up</b>
Submitted by	Welfare Zone Committee
Speech For	Welfare Zone Committee
Speech Against	Free
Summation	Proposer of last successful amendment

### Conference Believes

1. There is a crisis in student mental health.
2. Universities and Colleges are failing a generation of students by failing to prioritise mental health.
3. Government cuts to NHS budgets has led to mental health services being scaled back or withdrawn across the UK<sup>71</sup>.
4. Since 2007 there has been a fivefold increase in the proportion of students who disclose a mental health condition to their university and services on campus are not keeping pace with demand<sup>72</sup>.
5. 94% of Universities report an increase in demand for counselling services, while 61 per cent report an increase of over 25%. In some universities, up to 1 in 4 students are using, or waiting to use, counselling services<sup>73</sup>.
6. The lack of adequately funded, culturally competent, and easily available mental health services on campus or through the NHS is has serious consequences. A record number of students died by suicide in recent years: between 2007 and 2015, student suicides increased by 79%. In 2014/15, a record number of students (1,180) who experienced mental health problems dropped-out of university, an increase of 210% compared to 2009/10<sup>74</sup>.

<sup>71</sup> <https://www.theguardian.com/society/2017/jul/07/nhs-bosses-warn-of-mental-health-crisis-with-long-waits-for-treatment>

<sup>72</sup> <https://www.ippr.org/files/2017-09/not-by-degrees-summary-sept-2017-1-.pdf>

<sup>73</sup> *ibid*

<sup>74</sup> *ibid*

7. 85% of FE colleges reported an increase in students with disclosed mental health issues since 2014, with 54% reporting the increase as 'significant'<sup>75</sup>.
8. 23% of FE colleges have no mental health support workers whatsoever, and 60% only have part-time provision for their students<sup>76</sup>.
9. Research conducted by the AoC (Association of Colleges) in 2017 found that 100% of colleges reported having students diagnosed with depression. 99% reported having students diagnosed with severe anxiety, 97% with bipolar disorder and 90% with psychosis.<sup>77</sup>
10. We reject any assertions that improving student mental health is simply a case of building 'resilience' amongst the student population.
11. Universities all around the country are posting record surpluses and engaging in huge Capital Investment Projects, the money is available to fund our Mental Health Support Services.
12. Tackling the Student Mental Health crisis is a priority for hundreds of sabbats around the country every year- we must do more to share knowledge and network the movement on tactics and experiment with new methods of big organising.

### Conference Further Believes

1. There are numerous causal factors that impact on student mental health, including but not limited to: poor quality and overpriced accommodation, lack of diversity in student halls, lack of appropriate provision for trans students in halls, isolation experienced by international students, students of faith, loneliness, students that live at home and student parents and carers, and specific challenges of oppression faced by Black students, Disabled students, Women students and LGBT+ students.

### Conference Resolves

1. NUS must equip Unions with the skills and resources to enable them to carry out their own grass roots campaigns to increase mental health funding on their campuses.
2. The VP Welfare will arrange a grassroots campaign and badged roadshow across the UK to deliver mental health and campaigns training.
3. NUS Welfare Zone Committee will help contact student officers who have an interest in mental health and signpost them to the available resources and training.
4. The VP Welfare will ensure there will be a strong focus on mental health in all NUS sabbat and student officer training and specifically in Lead and Change summer

<sup>75</sup><https://www.aoc.co.uk/sites/default/files/AoC%20survey%20on%20students%20with%20mental%20health%20conditions%20in%20FE%20-%20summary%20report%20January%202017.pdf>

<sup>76</sup> *ibid*

<sup>77</sup> AoC, Survey on students with mental health conditions, 2017

training and FEstival, and work with the Nations to deliver equivalent regional training events. This training will address cultural sensitivities include specific information on the experiences of different liberation groups and students from different backgrounds.

5. Training will feature discussion of the real issues affecting student mental health, looking at all the contributing factors to poor mental health including the university and college systems themselves.
6. The VP Welfare will work with the VP Society and Citizenship to ensure that the Society and Citizenship's campaigning and activist training through the activist academy can be adapted for specifically campaigning on mental health funding, awareness and provisions. This includes theories of change, effective campaigns, measuring impact in campaigns, as well as practical aspects of campaigning.
7. NUS will provide a set of research tools for SUs to use to study their own student populations to collect relevant data which can be used as part of their lobbying activities.
8. NUS will create a guide for SUs to lobby their institutions effectively for enhanced block grant with funds ringfenced for mental health and for SU advice centres, specific to HE and FE
9. NUS will create and provide resources for SUs to lobby their institution to ensure they implement a fully funded and thorough university or college mental health strategy, with significant input from students.
10. NUS will provide guidance and resources to FE to support them in ensuring that there is a trained Mental Health lead in every college. This guidance will also include ensuring that college tutors and staff who have regular contact with students are trained in Mental Health First Aid and that all college staff are trained in mental health awareness.
11. NUS will support FE unions in ensuring that their colleges build stronger links with local mental health services and should prioritise a smooth transition from CAMHS to AHMS to certify that no student is lost in this transition.
12. NUS will support and provide guidance for SU's in ensuring their and their institutions' mental health and support services are culturally competent.
13. NUS will lobby at a national level for increased NHS funding, and ringfenced mental health funding from within the NHS.
14. VP Welfare will work with officers to ensure that mental health funding is at the forefront of discussions with the Office for Students, BIS, AoC and UUK.
15. NUS will work with partners including UUK and Student Minds to support students' unions role in the UUK #StepChange strategy for a whole institution approach to student mental health.

16. VP Welfare to continue to roll out Mental Health First Aid Training through the Learning Academy, and make this more sustainable by delivering it through internal means.
17. NUS to work with external representative organisations to further understand the needs of students from minority and oppressed backgrounds and the additional factors that may affect their mental health. NUS will work together with them to ensure NUS' campaigning is inclusive of these issues and to campaign for culturally competent campus mental health services.
18. NUS will introduce a minimum standards for mental health provision to be included in the NUS Quality SUs framework
19. NUS will work with representative student organisations that represent marginalised and minority groups in helping them to continue to break down the stigma around mental health in their communities.

Amendment	<b>W101a – ADD AMENDMENT</b>
Title	<b>Mental Health – From The Roots Up</b>
Submitted by	Coleg Cambria Students' Union, University of Gloucestershire Students' Union, Lancaster University Students' Union, Leeds City College Students' Union, Northumbria University Students' Union, Staffordshire University Students' Union, University of West London Students' Union, University of Salford Students' Union, London Metropolitan University Students' Union
Speech For	University of Gloucester Students' Union
Speech Against	Free
Speech For	Leeds City College Students' Union,
Speech Against	Free

### Conference Believes

1. Levels of mental illness, mental distress and low wellbeing among in the UK are increasing and are high relative to other sections of the population.
2. Research launched by the IPPR in 2017 found that almost five times the number of UK-domiciled first-year Uni students disclosed a mental health condition than ten years previously.

3. Female students are more likely than male students to disclose a mental health condition
4. A record number of students died by suicide in 2015.
5. Universities UK launched a framework for universities which calls on all UK Universities to develop a Student Mental Health Strategy, Policy and Action Plan but only 20% of Universities have such a plan and almost no FE Colleges have one.
6. Many people do not feel comfortable publically discussing their mental health issues.
7. Students have reported that they will generally speak to friends about their mental health before approaching professional services.
8. The Student Money Survey 2017 reported that the average maintenance loan leaves students as much as £221 short, with 50% of students reporting that their finances have caused their mental health to suffer. The same survey suggests that 12% of students are reliant on credit card balances to get by, with 2% using payday loans.
9. NUS's work following the 2017 motion 'Mental Health First Aid' is improving the number of Mental Health First Aiders on our campuses, but these are still in the minority.
10. Vice Chancellors and Principals must have been living under a rock not to have noticed the mental health epidemic sweeping UK campuses, yet large numbers appear to be dragging their feet on creating any strategies with tangible and effective outcomes that they can be held to account over
11. All Colleges and Universities should indicate that they are thinking strategically about prevention and treatment of student mental health and allocating the right resources to tackle the issue
12. Students with mental health issues who are unable to work often find themselves in financial difficulty, which can lead to increased stress which can potentially worsen their mental health. This is not covered in the already existing provisions for students with mental health issues provided by Disabled Students' Allowance, therefore there is no extra financial support for students that find themselves in this situation.

### **Conference Resolves**

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

3. To call on OfS to research campus counselling service waiting times and postgraduate depression.
4. To argue that Mental Health questions should be included in the National Student Survey and the results included in the Teaching Excellence and Outcomes Framework.
5. To argue that strategies and performance data on Mental Health should be approved and monitored by University Governing Bodies who should work in this area as a strategic priority.
6. To develop a toolkit for SU Officers to help them lobby for well-resourced strategies in their Institutions.
7. NUS shall work with SUs to run a peer support campaign, empowering students to stay aware of each other's mental health and provide signposting and encouragement to those in need. The NUS VP Welfare shall be responsible for the oversight of this campaign and enabling SUs to bring it to their students.

Amendment	<b>W101b - ADD amendment</b>
Title	<b>Meaningful Mental Health campaigns not Puppy Rooms</b>
Submitted by	Union of Kingston Students
Speech For	Union of Kingston Students
Speech Against	Free

### Conference Believes

1. For many students' mental health support cannot be separated from support for other impairments and long-term health conditions.
2. Crises in mental health provision are often caused by a conscious decision to not invest in mental health services, especially for research-intensive institutions.
3. A marketised vision of education puts ever more unhealthy pressure on students to perform and be "competitive applicants", often in spite of and to the detriment of their health.
4. "sticking plaster" policies such as puppy rooms that do not concentrate on the root causes of poor mental health."

### Conference Further Believes

1. For officers to be serious about mental health, we need to move beyond sticking plaster solutions and move towards the less photogenic work of improving training and provision of mental health services and tackling poverty.
2. A mental health strategy with the most vulnerable students at its heart has to account for the intersection of mental illness and other impairments and long-term health conditions. Separating mental health from health holistically does a disservice to students who are failed by health and welfare services by being "too complex" to receive good treatment, or indeed any mental health support.
3. A marketised vision of education will never have students' health at its heart. Distinguishing between "products" of the education system requires creating "winners" and "losers", regardless of the human cost.
4. Institutions should be held to account for the human cost resulting from a lack of investment in student wellbeing.
5. Volunteer mental health activists are at the heart of campaigning and NUS should recognise and support their work.

Amendment	<b>W101c - ADD amendment</b>
Title	<b>Supporting officers dealing with student suicide</b>
Submitted by	Edge Hill Students' Union
Speech For	Edge Hill Students' Union
Speech Against	Free

### Conference Believes

1. That Students' Union officers who are supporting students dealing with this loss, or who have known the student who committed suicide, can find this difficult to cope with.
2. That mechanisms should be in place to support officers to support students.
3. That student suicide on campus is a huge, mostly hidden, issue.

### Conference Resolves

1. For the VP Welfare to produce a guide for officers on dealing with student suicide.
2. For NUS to provide best practice examples in creating a unified approach to these situations with our institutions, as it can be difficult to provide the right support for students from all areas of the university or college.

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

Amendment	<b>W101d - ADD amendment</b>
Title	<b>Actual Action on Students Mental Health</b>
Submitted by	Durham SU
Speech For	Durham SU
Speech Against	Free

### Conference Believes

1. Campaigns for mental health awareness have significantly changed the conversation about mental health in the past ten years;
2. These campaigns and other factors such as increased pressure at university and increasing financial stress have resulted in an increase in students seeking help for mental health issues;
3. Student-led organisations in Students' Unions, colleges, welfare teams, and charities such as Nightline have had to bear the brunt of mental health support;
4. This often comes at the cost of the volunteers' mental health;
5. Training provided to these students is currently limited to active listening techniques and mental health first aid;
6. Those suffering from long term conditions need professional help from accredited counsellors and therapists;
7. These professionals are overbooked and understaffed, with an underfunded NHS that provides mental health support proportional to the population of the area, and not the demographics;
8. 29% of students are estimated to face some form of psychological distress whilst at university (Benwick et al. 2008)
9. Universities and colleges do not have a universal standard of mental health care;
10. Excessive administration involved in setting up appointments by phone and email actively worsens mental health conditions.

### **Conference Further Believes**

1. Anyone who resides in the UK can only be registered at one GP surgery at a time;
2. If students register with a GP whilst at University, they are then unable to access the care they need when they return home, often with difficulties registering as a temporary resident;
3. Home GPs often are not familiar with the mental stress of University and College;
4. Switching GPs is difficult when taking time off school,
5. Students can be discouraged from returning to university at the prospect of having to go through the registration process again.

### **Conference Resolves**

1. That the Vice President Welfare lobby government to propose a change to expand registration to two GP locations, one for term time and one out of term time;
2. To develop in collaboration with universities and colleges a national standard of care on mental health issues within Higher Education;
3. To lobby government to ensure that NHS mental health provisions adequately reflect the demographics of university regions.

Motion	<b>W102</b>
Proposal	<b>Hate Crime</b>
Submitted by	Welfare Zone Committee
Speech For	Welfare Zone Committee
Speech Against	Free
Summation	Proposer of last successful amendment
Interrelationship	This text interrelates with the Society & Citizenship Motion “Defend Freedom of Speech”. DPC will outline this relationship once priority ballot has taken place.

### Conference Believes

1. There has been surge in reports of hate crime both in the real world and online following the EU referendum in June 2016, while police figures show another spike around the terrorist attacks in the UK in 2017<sup>78</sup>.
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<sup>79</sup>. and was given £200,000 worth of funding. This amount averages out to £3 per incident recorded, and has been widely condemned as insufficient<sup>80</sup>

### Conference Further Believes

1. Fighting hate crime is rightly at the centre of NUS’ political actions and it is time to extend that fight online.

<sup>78</sup> <http://www.independent.co.uk/news/uk/politics/online-hate-crime-amber-rudd-home-office-national-police-hub-facebook-twitter-trolls-a7988411.html>

<sup>79</sup> <https://www.gov.uk/government/news/home-secretary-announces-new-national-online-hate-crime-hub>

<sup>80</sup> <https://www.theguardian.com/society/2017/oct/14/government-criticised-for-low-funding-level-to-tackle-online-hate>

2. The rise in online hate crime, including racism, islamophobia, antisemitism, homophobia, transphobia and misogyny must be fought at all costs.
3. Freedom to express views can sometimes be tempered by the need to secure freedom from harm for students and communities, which is why NUS proudly operates a No Platform for fascists policy

### Conference Resolves

1. To publicly reaffirm NUS' zero tolerance approach to Islamophobia, antisemitism and all forms of racism and discrimination in real life and online
2. To extend the principles of the NUS No Platform policy into online spaces and issue guidance to SUs on how to practically implement the policy online
3. NUS will lobby the Office for Students and others to provide clearer guidance to universities on balancing the freedom to speak with freedom from harm.
4. To support SUs to 'win the argument' with their institutions and to work collaboratively to protect both freedom of speech and online student safety
5. NUS will provide support for students' unions to create appropriate policies to address online hate crime
6. NUS will share anonymous data, only with the informed consent of victims, with the relevant SU where they have received reports of hate crime through NUS' hate crime reporting centre.
7. NUS will compile and distribute a set of resources for SUs, alongside the guidance on how to set up a hate crime reporting centre in an SU
8. NUS to use Hate Crime Awareness Week to call for greater funding for the National Hate Crime Reporting Hub from the Home Secretary and support SUs to engage with their Police and Crime Commissioners
9. NUS will work with the relevant third sector organisations tackling online hate crime and harassment, such as Community Security Trust and others.

Amendment	<b>W102a - ADD amendment</b>
Title	<b>No Hate Here</b>
Submitted by	Kent Union and Edge Hill Students' Union
Speech For	Kent Union
Speech Against	Free

### Conference Believes

1. Swastikas, the symbol used by the Nazi regime have been trivialized and used around campuses as a joke
2. The Community Security Trust have recorded 13 separate incidents at different Universities of Swastika graffiti in 2017
3. Swastikas belittle the experiences of those who have emotional connections to the Holocaust and Nazi persecution
4. NUS have done increasingly well in educating the British student community on the atrocities of the Holocaust

### Conference Further Believes

1. Students in 2017 must be aware of the gravity of using such symbolism, especially if done casually
2. Jewish students deserve to feel safe in their homes and at their place of study
3. Swastikas are no longer a tool of the far right, and can now be found to be used all over the political spectrum

### Conference Resolves

1. NUS must continue work with the Union of Jewish Students following Our Living Memory to ensure that education on Swastikas and the Holocaust continues
2. NUS must encourage its member Unions to take a no tolerance policy on Swastikas
3. NUS must ensure that campus security know what to do when faced with such a situation

## Welfare Zone Motions

Motion	<b>W103</b>
Title	<b>NUS for the NHS - DO NOT PRIVATISE OUR HEALTHCARE SYSTEM</b>
Submitted by	Bristol Students Union
Speech For	Bristol Students Union
Speech Against	Free

### Conference believes

1. Decent healthcare is a right, not a privilege, that must be afforded to everybody who needs it.
2. NHS spending on care provided by private companies is at a record high of Â£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 Â£1 billion worth of contracts in the last year, making it the dominant private provider in the NHS market. The company pays no tax in the UK, and its parent company is registered in the British Virgin Islands, which is a tax haven.
4. A landmark study published last year showed that outsourcing of hospital support services had serious health risks. By seeking to save money (by employing fewer staff, with worse working conditions), private firms lowered the cleanliness and hygiene levels, putting patients at greater risks of very serious illness, such as the MRSA bug.
5. Even senior Tory MPs are urging the government to rethink of the introduction of Accountable Care Organisations - a way for to open up the NHS to privatisation - and listen to concerns of the public.

### Conference further believes

1. Private companies are interested in profit before patients. They maximise profits by cutting corners and underinvesting, by cutting jobs and employing more staff on precarious contracts.
2. Further, private firms are not accountable to the public: the contracts that are agreed have little transparency, and companies are not subject to Freedom of Information requests because of 'commercial confidentiality'.

3. The collapse of private companies providing public services (e.g. Carillion) is a clear indication of the insecurity and risk that privatisation brings.
4. Students are particularly vulnerable in the light of mass NHS cuts and privatisation.

### Conference resolves

1. To make campaigning against the government to stop the privatisation of the NHS a priority for the Welfare Zone in 2018/19.
2. For the Welfare Zone to work with external local and national groups, such as Save Our NHS and the People's Assembly Against Austerity in opposing NHS Cuts and Privatisation.
3. For the Welfare Zone to map local and national groups campaigning to save the NHS so that 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	<b>W104</b>
Title	<b>Tackling Sexual Harassment</b>
Submitted by	University of Bath SU, University of Gloucestershire Students' Union
Speech For	University of Gloucestershire Students' Union
Speech Against	Free

### Conference Believes

1. 1 in 3 women students have experienced sexual assault or unwanted advances at University half of women students and a third of men knew of a friend or relative who has experienced intrusive sexual behavior<sup>81</sup>
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<sup>82</sup>
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<sup>83</sup>

<sup>81</sup> <http://www.telegraph.co.uk/women/womens-life/11343380/Sexually-assault-1-in-3-UK-female-students-victim-on-campus.html>

<sup>82</sup> <https://www.theguardian.com/education/2017/dec/08/uk-universities-accused-of-complacency-over-sexual-misconduct>

<sup>83</sup> [https://www.nus.org.uk/Global/NUS\\_hidden\\_marks\\_report\\_2nd\\_edition\\_web.pdf](https://www.nus.org.uk/Global/NUS_hidden_marks_report_2nd_edition_web.pdf)

4. The majority of student sexual harassment and assault are other students known to the victims<sup>84</sup>
5. Being subject to unwanted sexual contact significantly impacts educational attainment, increases stress levels and increases risk of dropping out of university<sup>85</sup>
6. Access to education is partly determined by the right to study free of intimidation, harassment and abuse.
7. Self-defining women, students and staff face endemic sexual harassment and abuse in institutions of post-16 education.
8. Enforcement behind recommendations made within UUK Task Force has not been strong enough in respect to the enormity of the issue.

### Conference Further Believes

1. Support SUs in lobbying their institutions to create accessible reporting mechanisms that provide students with sufficient information and adequate pastoral care.
2. A report in The Guardian unmasked systematic ways in which institutions attempt to actively cover up or ignore cases of sexual harassment and abuse, including non-disclosure agreements.
3. 37% of women and 12% of men have experienced unwelcome and inappropriate sexual touching and groping, which constitutes sexual assault under UK law.
4. UUK's taskforce report findings and recommendations need to be implemented in every University.
5. That there needs to be bespoke work on this carried out in FE
6. The scale of sexual harassment and assault experienced within institutions is completely unacceptable and must be stopped<sup>86</sup>
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

<sup>84</sup> [https://www.nus.org.uk/Global/NUS\\_hidden\\_marks\\_report\\_2nd\\_edition\\_web.pdf](https://www.nus.org.uk/Global/NUS_hidden_marks_report_2nd_edition_web.pdf)

<sup>85</sup> <http://journals.sagepub.com/doi/pdf/10.1177/0886260517715022>

<sup>86</sup> [https://nusdigital.s3-eu-west-](https://nusdigital.s3-eu-west-1.amazonaws.com/document/documents/24811/84d346e9a9b80739dfb8f2c96382aa1f/Womens_live_policy_201417.pdf?AWSAccessKeyId=AKIAJK)

[1.amazonaws.com/document/documents/24811/84d346e9a9b80739dfb8f2c96382aa1f/Womens\\_live\\_policy\\_201417.pdf?AWSAccessKeyId=AKIAJKEA567WKFU6MHNQ&Expires=1517256053&Signature=jZ%2FHxTpOfs2xTluk7NEFGUoL%2Fkg%3D](https://nusdigital.s3-eu-west-1.amazonaws.com/document/documents/24811/84d346e9a9b80739dfb8f2c96382aa1f/Womens_live_policy_201417.pdf?AWSAccessKeyId=AKIAJKEA567WKFU6MHNQ&Expires=1517256053&Signature=jZ%2FHxTpOfs2xTluk7NEFGUoL%2Fkg%3D)

## Conference Resolves

1. To call on HEFCE/OfS to require all HEIs to report on progress against the UUK guidelines
2. Produce campaign materials, toolkits and appropriate training for student unions to run sexual violence awareness workshops and support students who face harassment and abuse.
3. To ensure that bystander intervention training is on offer to help people feel enabled to speak up if they see harassment or hatred towards students
4. To lobby UUK to respond to sector-wide staff-student harassment.
5. To call on Government and AoC to launch an FE sector specific taskforce on sexual assault and harassment.
6. To call on all FEIs and HEIs to adopt zero-tolerance stance for sexual harassment, violence, or hate crimes, all of which will become subject to a disciplinary matter
7. To accept the recommendations by 1752 and the NUS Women's Campaign research due to be published soon
8. To work with SUs to provide campaign resources, share best practice, national lobbying and provide training in preventing sexual harassment and assault, and bystander intervention

Motion	<b>W105</b>
Title	<b>Housing</b>
Submitted by	Guild of Birmingham Students, Coventry University Students' Union, Glasgow Caledonian Students' Association, University of Lancaster Students' Union, Northumbria University Students' Union, University of West London Students' Union
Speech For:	University of West London Students' Union
Speech Against	Free
Summation:	Proposer of last successful amendment

## Conference Believes

1. Students should be confident that while renting during their time in tertiary education they are entitled to competitively priced, secure and safe housing.
2. According to Inquire and Save the Student (STS): 64% of landlords and agencies rely on students to fill property portfolios (Inquire), with 47% of students at a university in the United Kingdom relying on the private sector for housing (STS).

3. Despite this high dependency upon student renters for landlords and students requiring private rented accommodation, The University of London Housing Services reports (ULHS) that between 2012 and 2014 those dissatisfied with their housing grew by 4% for undergraduates and 5% for postgraduates (ULHS). Although this has increased further from unofficial polling (26% of University of Birmingham students found their accommodation to be generally bad)
4. This growth of dissatisfaction stems from the perceived lack of bargaining power with landlords, poor conditions of housing and the lack of affordability
5. Despite concessions made with the abolishment of letting fees championed by the National Union of Students, there are still issues that are vital to address:
6. One in four students state that problems with their houses are never resolved (STS) Issues ranging from Damp that is experienced by 47% of students, Lack of heating or running water at 42%, and landlords entering the property without permission at 17% (STS).
7. Private letting agent charges deposit for renting apartments up to one month of rent and sometimes not more than two months' rent equivalent.
8. According to a study by Centre for Economics and Business Research, current average tenancy deposit is about £549 taking into consideration the monthly national average rent done in 2017 by HomeLet Rental Index.
9. Some Landlords and Agencies charge student accommodation over a 12 months period
10. This could affect their students' finances, and could cause stress which might impact on their academic and social performance
11. Students should only pay rent when they are living in the accommodation, which is approximately 9 to 10 months
12. Students are facing a housing crisis
13. Poor housing condition can cause stress, ill health and adversely affect a student's attainment and overall experience.
14. Intimidation tactics used by landlords and letting agents to encourage students to 'panic buy' their accommodation should be condemned.
15. Effective accreditation improves the quality of student housing across the UK
16. Marketization of education goes hand in hand with the rapid expansion of privately owned student accommodation, which can be extremely expensive, push up the general cost of housing, and represent a real barrier to accessing education.
17. Previous NUS policy has focused on tackling student housing issues through lobbying national government.
18. District, borough, and city councils are usually responsible for housing services.

### **Conference Further Believes**

1. Everybody who utilises the private rented sector should be entitled to a home which is habitable and secure, including students.
2. An inquiry of students, at both a national and local tertiary education level, is necessary to highlight the unregulated nature of student housing.
3. Student unions employ an active role within this sector. Offering advice on which agencies/ landlords are regarded as reliable among the student population.
4. Should problems arise that are the responsibility of the landlords/agents and are not rectified, student unions should direct students on how to take further action.
5. Charges are sometimes outrageous and too expensive for students to pay especially when they are located closer to students' institutions.
6. Most students are not into fulltime work and so should be considered when charging them.
7. Students should get a fair deal and should only be charged for when they are living in the accommodation
8. The University owned accommodations or letting agency and partners should offer students fairer deals
9. Universities should have a way of regulating the student accommodation regulations
10. By targeting local government and working with councillors, the NUS can have more influence on student housing quality.
11. Many local councillors are natural allies for students and the NUS, but lack the support needed to enact positive change for students.
12. Students' Unions, Associations, and Guilds (SUs) aim to co-operate with local government, but do not receive support from the NUS with regard to lobbying and building relationships with councillors on issues such as housing.

### **Conference Resolves**

1. To lobby government, once again, to ensure the protection of students who utilise the private rented sector.
2. To offer comprehensive support to students who are dissatisfied with their experience in the private rented sector and how to best rectify problems that arise.
3. To lobby colleges/universities to offer general support to the student body when looking for housing and how to rectify problems once in rented accommodation if the owner does not solve them.
4. NUK UK should campaign to ensure housing agents gives discounted house-deposit charge to students, affordable deposit of at least 10% of house rent equivalent
5. To campaign for proper housing regulations across the UK and ensure students are given fair contacts to sign

6. Student Unions should work with their Universities accommodations to ensure students get a fair deal and are only charged for accommodation when they are living in it
7. NUS should work with the City Councils across the United Kingdom that do not have regulations to monitor activities of private Agencies and Landlords to ensure private landlords and agencies only charge students for accommodation when they are living in it
8. For Landlords to ensure private landlords and agencies only charge students for accommodation when they are living in it
9. Support efforts by students and students unions to secure affordable and quality housing.
10. Support CMs in developing activities to ensure that students are informed consumers.
11. To distribute guidance on how to help students avoid renting scams.
12. NUS to issue guidance on letting agencies; how they function, accreditation, key problems students' experience, and financial risks.
13. To lobby strongly for regulation of letting agents
14. To create modules of Tenant Activist Training
15. Support the creation of tenants' unions and the engagement of students' unions with tenants' unions in the community.
16. NUS VP Welfare will work with SUs to build relationships with local government, and create a toolkit/framework for SU's to adapt and use locally.
17. NUS VP Welfare will be personally involved in lobbying councils to improve housing provisions for students

Amendment	<b>W105a – ADD AMENDMENT</b>
Title	<b>Rent Strikes</b>
Submitted by	University for the Creative Arts Students' Union, Edinburgh Napier Students' Association, Middlesex University Students' Union
Speech For	University for the Creative Arts Students' Union
Speech Against	Free

### Conference Believes

1. Many Cut the Rent Strikes have been started across the country, from Sussex to Aberdeen, after the successes of UCL Cut the Rent in carrying out a Rent Strike that

pressured their university into increasing the housing bursary available and reducing rents in their cheapest sets of halls.

2. That research by the National Union of Students shows that rents are soaring for students across the country; with students in London hit the hardest. NUS identifies this as a key part of a "cost of living crisis" for students.
3. The housing affordability crisis is also widespread beyond London and its boroughs.
4. There are currently numerous grassroots campaigns such as Focus E15, New Era 4 All, Â Radical Housing Network, London Renters' Union and Acorn which are actively challenging social cleansing and skyrocketing rents.
5. Direct actions, such as rent strikes, have been successful at winning hundreds of thousands of pounds of concessions at UCL and most recently Sussex

### **Conference Further Believes**

1. Housing campaigns continue to be a fundamental area of struggle under the Conservative government, particularly considering the continued marketisation of our universities.
2. Housing is a human right.
3. Rent strikes are an effective way of mobilising against universities.
4. That it is obscene and exploitative that students have to pay more in rent than they receive in loans or grants.
5. That with private rents becoming ever more unaffordable nationally, it is vital that universities provide an affordable alternative to all students.
6. It is vital for the student movement to express solidarity with those facing extortionate rents, eviction and homelessness.
7. NUS has a guide called 'Students on Rent Strike', which has detailed information on setting up a rent strike campaign, getting tenants involved, the legal risks and considerations rent strikers must take and examples of draft policy to take to different institution and union boards.
8. All tactics should be utilised in the fight for safe, secure accommodation, in order to leverage collective power against landlords and letting companies.

### **Conference Resolves**

1. To support and build for demonstrations and other actions around the topic of housing.
2. To contact existing grassroots housing campaigns with a view to establishing strong relationships, and to find out how the NUS can most effectively support their work.
3. For the NUS to use their comms channels to publicise call-outs for housing-focused direct action, such as eviction resistance and occupations. This one is v nice!

4. To run a campaign calling for “living rents” set according to the needs and means of tenants, rather than the market and the profits of landlords, agents and education institutions.
5. To actively support private tenants’ unions, such as ACORN and London Renters Union.
6. For the NUS Welfare Zone to update and extend the guide on how to create and organise tenants’ unions on campus.
7. To work to actively implement the Students on Rent Strike Guidance, working with rent strike campaigns to ensure they have access to all necessary information, particularly on their legal rights and situation.
8. To explicitly support the use of rent strikes and other forms of direct action to achieve affordable accommodation.
9. To encourage and support Cut the Rent and similar campaigns surrounding housing on campuses, like at UCL, SOAS, Bristol, Aberdeen and Sussex.

Amendment	<b>W105b – ADD AMENDMENT</b>
Title	<b>Fight for affordable housing</b>
Submitted by	Edinburgh Napier Students’ Association, Durham University Students’ Union, ArtsSU
Speech For	Edinburgh Napier Students’ Association
Speech Against	Free

### Conference Believes

1. An ever increasing number of students are struggling with extortionate rents that use up the majority of their maintenance loans and grants.
2. Our students come from variety backgrounds and many have made significant financial sacrifices due to factors such as international student fees and the relatively high cost of living in the UK.
3. According to Royal Bank of Scotlands’ survey reported by BBC Edinburgh is the one of most expensive city in the UK paying Â£112.05 on rent per week, compared to around Â£110 across the UK.
4. Students are ineligible to receive housing benefit because their maintenance support is supposed to cover their rent. However, we know many students’ rent exceed their loans and grants. International students do not receive financial aid and assistance, making it hard for them and their families to support their education.

5. Rent constitutes a significant proportion of all students' education cost, irrelevant whether in university or private accommodation.
6. That young people in the UK are facing a national housing crisis.
7. That everybody has the right to housing that is of a decent standard and affordable.
8. 1.3 million privately rented properties are failing the government's decent homes standard and 6 in 10 UK renters experiencing damp, mould, leaks, gas & electrical hazards or infestations within a 12 month period.
9. In 2014, NUS' 'Homes Fit for Study' Report found that 76% of students had experienced at least one issue with the condition of their rented home, with 52% having felt uncomfortably cold in their home and 53% having experienced delays with repairs being carried out.
10. Despite poor conditions, rents continue to be too expensive, with polling from ComRes showing that 39% of those in private rented accommodation have cut back on heating in order to make rent payments, whilst a third have cut back on food.
11. Overall, an estimated 338,000 under-35s are thought to be renting properties hazardous to health.
12. In 2015 there were more than 50,000 complaints made to local Councils about housing. Of those, only 14,000 were investigated, and action was eventually taken in less than 1000 cases.
13. That local authorities must do more to use their powers to sanction landlords who fail to provide acceptable conditions for their tenants.
14. That University accommodation also often fails to offer the value and quality students deserve to expect.
15. A recent Freedom of Information Request showed that 17,300 students have fallen into rent arrears whilst in University accommodation in the past year, a rise of 16%.

### **Conference Further Believes**

1. Cost should not be a barrier to a high-quality education, regardless of one's nationality.
2. Everyone deserves housing 'fit for human habitation'. Unfortunately, this view is not shared by the UK government.
3. Students are well placed to lead effective 'Cut The Rent' campaigns and win proper affordable rents.
4. Students are often at risk of punitive annual rent increases and do not enjoy security of tenancy for the duration of their degree.
5. That in order to tackle the national housing crisis, students must organise collectively for better quality and more affordable housing both in the private rented sector and in University Halls.

6. In 2015, students at UCL received more than £100,000 in compensation after campaigning against unacceptable conditions in University accommodation.
7. Creating Tenants' Unions is an effective way of allowing both students and local residents to work together to campaign for the housing that they deserve.
8. Tenants' Unions have already been established in places such as Sheffield, Bristol, Newcastle and Durham, with students often helping to play a leading role in these organizations.
9. The creation of a network of Tenants' Unions across the country could help to shift the balance of power towards renters, allowing them to demand better conditions and have their rights respected.

### Conference Resolves

1. To unite 'Cut The Rent' campaigns, tenants' unions and students' unions to launch a national campaign including a coordinated series of rent strikes across the country.
2. To mandate the incoming NUS VP Community to campaign for affordable accommodation for all students.
3. To set up a working group, comprising full-time and part-time student officers who can represent international students, across England, Wales, Scotland and Northern Ireland, and will advocate for the extension of affordable student accommodation.
4. To prepare briefing materials and campaign guides for campaigns to extend affordable student accommodation for all students, explicitly including international students (EU and non-EU), and to distribute them to student unions.
5. To provide material support to individual student unions who are initiating and running campaigns to extend affordable student accommodation, including taking part in resistance to university retaliation against these student unions and individual students (particularly international students, who often require a guarantor to rent privately and whose guarantors may be affiliated to the university).
6. To fight for a maximum rent of £80 per week.
7. To campaign for the reinstatement of housing benefit, the mass building of council houses and secure tenancies for students and young people.
8. To encourage Students' Unions to set up Tenants' Unions for students and local residents in their area.
9. To work with organisations such as ACORN, Generation Rent and Shelter to provide the appropriate guidance, training and resources to students wishing to establish Tenants' Unions and grassroots housing campaigns in their areas.
10. To help Students' Unions lobby their local authorities to use their powers to crackdown on rogue landlords

11. To lobby at a national level for more resources for local authorities to regulate the private rented sector and for stronger rights and protections for tenants.
12. To continue to push for affordable University halls, with 25% of a university's halls costing no more than 50% of the maximum maintenance loan.

Amendment	<b>W105c – ADD AMENDMENT</b>
Title	<b>Opposing the Private Rented Sector</b>
Submitted by	Middlesex Students' Union, University of Manchester Students' Union
Speech For	Middlesex Students' Union
Speech Against	Free

### Conference Believes

1. Three quarters of private halls providers require students to make large rent payments in advance of the start of a tenancy. For the first term at least, providers require payment before the student gets their loan or bursary.<sup>87</sup>
2. This means students increasingly go into debt to cover upfront costs to letting agencies, including the deposit and holding and letting fees.
3. This all has negative implications on student wellbeing, with risks to housing security and financial pressures being particularly of concern.
4. In the case of international students, estranged students, and those who otherwise do not have a guarantor, there are often extra costs on top of already extortionate rents and fees due to having to pay more deposit or insurance in place of a guarantor.<sup>88</sup>
5. That cost of living is one of the greatest barriers to higher education for students from a working-class background.
6. That the average weekly rent for purpose-built student accommodation in the UK rose 23% from £120 to £147 between 2009-2010 and 2015-2016.
7. Private accommodation is on average £34.71 more expensive than institutional run accommodation.
8. The rate of increase in student accommodation costs is much greater than the rate of inflation.

<sup>87</sup> [https://www.nus.org.uk/PageFiles/12238/Unipol\\_NUS\\_AccommodationCostsSurvey2015.pdf](https://www.nus.org.uk/PageFiles/12238/Unipol_NUS_AccommodationCostsSurvey2015.pdf)

<sup>88</sup> <https://www.citizensadvice.org.uk/housing/renting-a-home/student-housing/students-in-private-rented-accommodation/student-housing-using-a-guarantor/>

9. In recent years universities have sold institutionally run accommodation to private companies. In 2006 82% of student accommodation was run by educational institutions compared to only 52% in 2016.

### Conference Further Believes

1. Great gains have been made by students staying in university-owned halls, winning mass amounts of compensation through rent strikes and other similar tactics <sup>89</sup>
2. In the private sector, tenants' unions such as Acorn and London Renters Union have been essential in stopping landlords' exploitative behaviour and unjustified evictions.<sup>90</sup>
3. Extra fees in the case of not having a guarantor is discriminatory towards estranged students, who are disproportionately likely to be LGBT+, and/or international students.
4. That Universities have a responsibility to their students to provide quality accommodation.
5. University halls of residence are of vital importance to first-year students as well as international students.
6. That affordable student accommodation is vital to student welfare.
7. That private providers charge exponentially high prices for student accommodation and rip students off.

### Conference Resolves

1. To provide toolkits to students' union equipping them with tools to fight the contracting out of accommodation to private sector providers.
2. To ensure the VP welfare will promote the establishment of tenants' unions on campuses around the country to ensure protection against unscrupulous landlords.
3. For the Welfare Campaign to work with existing tenants' unions such as Acorn and London Renters' Union to run tenants' rights workshops on campuses and co-ordinate cross-city campaigns.
4. For the VP Welfare to campaign to introduce more guarantor schemes in HE institutions, and to create a campaign for FE Colleges to act as guarantors to students who are in need of one.
5. That the NUS should actively campaign against the privatisation of student accommodation.

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<sup>89</sup><https://www.facebook.com/cuttherentatgoldsmiths/photos/a.516468778532694.1073741828.516191278560444/646500448862859/?type=3&theater>

<sup>90</sup> <https://acorntheunion.org.uk/>

6. That students' union officer should be provided with the right training and resources to fight student accommodation privatisation at their institutions.

Amendment	<b>W105d – ADD AMENDMENT</b>
Title	<b>NUS to improve fire safety in student accommodation</b>
Submitted by	Leeds University Union, University of West London Students' Union
Speech For	Leeds University Union
Speech Against	Free

### Conference believes

1. On 14 June 2017, the 24-storey Grenfell Tower caught fire causing at least 80 deaths and over 70 injuries with many missing
2. The use of flammable cladding (called ACM) was a factor in the spreading of the fire.
3. Fire alarms weren't regularly checked, exposed gas pipes and a "stay put" policy contributed to the devastating effects of the fire.
4. Many student halls are high rise blocks (over 6 storeys).
5. Several student halls have been found to have the same or similar cladding to Grenfell Tower. Some of these buildings still have this cladding and have not been advised to remove it.
6. There are 60,000 student beds that fall outside student accommodation Code regulations.

### Conference further believes

1. Students deserve safe and secure accommodation.
2. Many students live in the private rental sector where housing and safety regulation may not apply
3. All student accommodation, including the private rental sector, must be regulated and maintained to ensure that they are safe.

### Conference resolves to

1. NUS to lobby the government to make compulsory tests for student accommodation that could have ACM cladding.
2. NUS to lobby the government to ensure that the findings of the inquiry into the Grenfell tragedy will have an effect on Scotland and Wales.

3. NUS to lobby the government to put into place a minimum standard for rented properties.
4. NUS to lobby the government to require all management companies of student halls to subscribe to National Code<sup>91</sup> or The Student Accommodation Code.
5. To call for compulsory smoke alarms and carbon monoxide detectors in all rented housing.

Motion	<b>W106</b>
Title	<b>Decriminalization of Abortion in Northern Ireland</b>
Submitted by	Queens' University Belfast Students' Union
Speech For	Queens' University Belfast Students' Union
Speech Against	Free

### Conference Believes

1. Abortion is only available in Northern Ireland where there is risk to the life or long-term mental or physical health of the pregnant person, excluding cases of fatal foetal abnormality, or pregnancy as a result of sexual crime. It is a criminal offence punishable by life imprisonment under Offences Against the Person Act 1861. The 1967 Abortion Act was never extended to NI.
2. Article 40.3.3 of the Irish Constitution, (the Eighth Amendment), equates the life of a pregnant woman to that of an embryo. Legal interpretations mean that most people seeking abortions in the Republic of Ireland cannot access them. It adversely affects maternity care for wanted pregnancies and has led to life-saving care of women being denied.
3. Maltese, NI and RoI laws are the most restrictive in Europe and incompatible with minimum human rights standards.
4. NI's PPS initiated criminal proceedings for unlawful procurement of abortion medications in three separate cases since 2016. A 2016 case resulted in a suspended-sentence of 3 months' imprisonment. In 2017 a couple received cautions for attempting to procure an abortion with Mifepristone and Misoprostol.
5. In October 2017, the DW&E announced that it would cover the cost of treatment for persons travelling from NI to England for abortion care. Pregnant persons lawfully

<sup>91</sup> [nationalcode.org/](http://nationalcode.org/)

resident in NI will be offered free abortions at the point of access if they travel to England to exert that right.

6. Scotland's Chief Medical Officer announced that she will enable persons, for whom it is clinically appropriate, to take Misoprostol to complete an abortion at home. This brings Scotland in line with French and Swedish policy.

### **Conference Further Believes**

1. Abortion medications appear on WHO's list of essential medicines and are already used in NI hospitals for miscarriage-management and very limited numbers of lawful medical abortions. These medications are regarded as 'poison' under the 1861 Act to criminalise abortion.
2. Despite English access, costs and logistics of transport, accommodation, time-off-work and childcare present barriers to accessing abortion outside NI. Additionally, RoI citizens pay to access care in British clinics ranging from £400-£2000.
3. Online pills frequently relied upon by persons who find it difficult or impossible to travel. Victims and survivors of domestic violence, disabled people, and carers can find themselves in this position.
4. The criminalisation of abortion in NI deters people from accessing aftercare, fearing being reported to the PSNI. People in RoI are impacted by the same fear of being reported to An Garda Síochána.
5. Individuals who decide to terminate a pregnancy should be supported by local health system care, rather than disempowering and isolating people.
6. Access is a student welfare issue: students can face crisis pregnancies which have impact personal and academic lives. Inaccessible safe and legal abortion in NI and RoI places undue burdens on students in already distressing situations.
7. Abortion should be governed by the same regulatory frameworks as all other medical procedures.

### **Conference Resolves**

1. NUS to campaign for reproductive justice and the removal of barriers to abortion access in NI and stand in solidarity with abortion rights campaigners in RoI.
2. To advocate for abortion reform, inclusive of women, trans men, non-binary and gender-fluid people.
3. To campaign for the decriminalisation of abortion throughout the UK, stand in solidarity with the campaign in RoI, and support worldwide decriminalisation.
4. To work with the London-Irish ARC to support repealing the eighth, decriminalisation of abortion and free, safe, legal and local abortion in NI and the RoI.

5. Recognising that abortion access are liberation issues, will support and raise profiles of the Abortion Rights Campaign and Alliance for Choice.

Motion	<b>W107</b>
Title	<b>Students and Sex Work</b>
Submitted by	NUS LGBT+ Campaign, University of Plymouth Students' Union
Speech For	NUS LGBT+ Campaign
Speech Against	Free

### Conference Believes

1. Sex work refers (but not limited) to escorting, lap dancing, stripping, pole dancing, pornography, webcamming, adult modelling, phone sex, and selling sex.
2. The current regime of austerity, and cuts to services and support have disproportionately affected trans women, trans migrants and trans people of colour.
3. Whilst sex work is not illegal in the UK it is still criminalised, sex workers who work on the street can be picked up on soliciting or anti-social behaviour order charges, and sex workers who work together indoors for safety can be charged with brothel keeping.
4. Due to the rise in living costs, debt, increasing tuition fees, and slashed disability benefits, it is highly likely that some will do sex work alongside their studies
5. Regardless of the reasons for entering into sex work, sex workers of all backgrounds deserve to have their rights protected.
6. Transgender Europe's recent report declares that 88% of murdered trans people in Europe are sex workers.<sup>92</sup>
7. Financial reasons, and any criminal record gained due to the criminalisation of sex work, are cited as the main reason for staying in sex work.<sup>93</sup>

### Conference Further Believes

1. The "Nordic model" or criminalisation of sex workers' clients has been shown to lead to further distrust of the police amongst sex workers and a willingness of sex workers to engage in more risky behaviour/safety procedures. The law increases difficulties in street work, jeopardises safety, increases violence, leads to sex workers' child custody being revoked and being evicted from housing arbitrarily. Additionally,

<sup>92</sup> <http://transrespect.org/wp-content/uploads/2015/08/TvT-PS-Vol16-2017.pdf>

<sup>93</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/303927/A\\_Review\\_of\\_the\\_Literature\\_on\\_sex\\_workers\\_and\\_social\\_exclusion.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/303927/A_Review_of_the_Literature_on_sex_workers_and_social_exclusion.pdf)

criminalisation of sex work means that clients are reluctant to give identifying information, ensuring that any client violence is virtually anonymous and not prosecutable, and rendering screening near impossible.

2. The pushes for legislation which would criminalise the purchase of sex (and introduce what is known as the 'Nordic Model') are often spearheaded by anti-choice, anti-LGBT+, right-wing fundamentalists and radical exclusionary feminists.
3. Often, legislation of this kind is brought forward in the name of anti-trafficking programmes, when in reality they are laws which aim to control what people can and can't do with their own bodies, combined with dangerous anti-immigration initiatives.
4. Criminalising the purchase of sex puts sex workers, especially those who work on the street, in danger.
5. Decriminalisation reduces police abuse, harassment and violence against sex workers.
6. Organisations that support the decriminalisation of sex work include the World Health Organisation, UN Women, Amnesty International, the Global Commission on HIV and the Law, Human Rights Watch, NUS Women's Campaign and the Royal College of Nurses.
7. Decriminalisation would ensure that sex workers feel able to report unsafe clients or violence at work without the worry of criminal repercussions, and that those who wish to leave the sex industry are not left with criminal records as a result of their job.

### **Conference Resolves**

1. NUS will support and campaign for the full decriminalisation of sexwork.
2. To support sex worker led organisations, such as the English Collective of Prostitutes, SWARM (Sex Worker Advocacy and Resistance Movement), Sex Workers Alliance Ireland, and SCOT-PEP, who work to improve the lives of sex workers across the UK and beyond.
3. To support and liaise with sex worker-led organisations, such as the English Collective of Prostitutes and Sex Worker Alliance & Resistance Movement, who work to improve the lives of sex workers across the UK.
4. To campaign against any attempted to introduce the Nordic Model in the UK

Motion	<b>W108</b>
Title	<b>Support for student carers</b>
Submitted by	Hertfordshire Students' Union
Speech For	Hertfordshire Students' Union
Speech Against	Free

### Conference believes

1. The NUS "Learning with Care" research (2013) said that student carers had experienced varying degrees of support from their institutions, but in all cases there was a lack of coordinated, systematic support.
2. Two thirds of student carers (67%) regularly worry about not having enough money to meet their basic living expenses.
3. That full time students are not eligible for Carers Allowance.

### Conference further believes

1. That student carers are under-represented in the student movement as a whole.
2. That international student carers should also be considered.
3. That NUS should be doing more for student carers.

### Conference resolves

1. To mandate the Vice President Welfare to lobby the UK Government on Carers Allowance eligibility to be extended to students.
2. To mandate NUS to consult student carers on what support from their institutions and Unions should look like, to collect data and best practice from Students' Unions on how they and their institutions support student carers currently, and share this in a guide to the membership.

Motion	<b>W109</b>
Title	<b>End Prison Injustice</b>
Submitted by	NUS Trans Campaign
Speech For	NUS Trans Campaign
Speech Against	Free

### Conference Believes

1. The government intends to build several new megaprisons across England and Wales. The cost of this stands at least £1.2 billion.<sup>94</sup>
2. The UK has the highest per capita prison population in Western Europe.<sup>95</sup>
3. Prisons are a costly and ineffective method of resolving conflicts in the community. A prison place costs in excess of £40m per year<sup>96</sup>, with high rates of reoffending.<sup>97</sup>
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.<sup>98</sup>
5. The UK Prison System disproportionately incarcerates working class<sup>99</sup>, black<sup>100</sup>, and disabled people.<sup>101</sup> Whilst figures are not kept on LGBT+ and Trans demographics behind bars, anecdotal evidence points to these communities being disproportionately represented in prison too.
6. The NUS Trans Campaign has been working on a syllabus which provides workshop plans and reading material for people who want to learn more about prison abolition and restorative justice.

### Conference Further Believes

1. Any expansion of the prison estate is likely to have the effect of increasing state violence and the incarceration of marginalised people.
2. £40k per prisoner per year, in the vast majority of cases, would be better spent on prevention and social support than on simply housing them behind bars.
3. Restorative justice is well-supported in public policy and is a more ethical and effective form of justice, but not many people know about it meaning it has little public support. It is often excluded from law, criminology, and related courses.

<sup>94</sup> [researchbriefings.files.parliament.uk/documents/SN05646/SN05646.pdf](https://researchbriefings.files.parliament.uk/documents/SN05646/SN05646.pdf)

<sup>95</sup> <http://news.bbc.co.uk/1/shared/spl/hi/uk/06/prisons/html/nn1page1.stm>

<sup>96</sup> <https://www.theguardian.com/commentisfree/2008/jul/28/justice.prisonsandprobation>

<sup>97</sup> <https://www.gov.uk/government/collections/proven-reoffending-statistics>

<sup>98</sup> <https://restorativejustice.org.uk/resources/moj-evaluation-restorative-justice>

<sup>99</sup> <http://www.prisonreformtrust.org.uk/Portals/0/Documents/Prisonthefacts.pdf>

<sup>100</sup> [researchbriefings.files.parliament.uk/documents/SN04334/SN04334.pdf](https://researchbriefings.files.parliament.uk/documents/SN04334/SN04334.pdf)

<sup>101</sup> <https://www.mentalhealth.org.uk/sites/default/files/criminal-justice-system.pdf>

## Conference Resolves

1. For NUS to affirm a stance supporting a moratorium on the construction of new prisons in the United Kingdom.
2. To mandate the President to write to the Ministry of Justice expressing opposition to current and future prison expansion projects.
3. To mandate the VP Soc Cit to provide support for local groups campaigning against prison justice and for restorative justice.
4. To mandate the VPUD to explore the possibilities of setting up students unions within prisons where educational facilities are provided.
5. To mandate the President, VPHE, and VPFE to campaign for law, criminology, social work, and other related courses to include abolitionist perspectives within their course content.
6. To mandate the President and Vice Presidents to encourage constituent members to disseminate and utilise the prison abolition syllabus.

Motion	<b>W110</b>
Title	<b>Campaigning for better sexual health provision on campus</b>
Submitted by	Kent Union
Speech For	Kent Union
Speech Against	Free

## Conference Believes

1. All students, regardless of age, should have access to free, confidential sexual health services suitable to their needs and within a practical distance to travel to.
2. All sexual health services and information should be pro-choice and we should fight for the right for students to live and study on our campuses without being lobbied by anti-choice groups.
3. Access to sexual health services is especially difficult for students aged 16-18 in FE.
4. FE students aged 16-18 are a valuable voice in developing an inclusive SRE curriculum for schools.
5. The effect of privatisation and Tory cuts have meant that multiple sexual health centres have closed over the past year. In London alone six have closed in the past year.
6. The Royal College of Nursing has criticised the new the new system for sexual health as, an "STI ticking time bomb".

### Conference Resolves

1. To support and lobby local councils to adopt similar legislation to Ealing Council on combatting the harassment that women going to sexual health clinics face from pro-life protestors, by creating buffer zones.
2. NUS must lobby for sexual health services to be free for students and that the cuts to services such as sexual health clinics and rape crisis centres, to be reversed.
3. NUS to work with FE institutions to ensure that 16-18 year olds are key voices in shaping SRE
4. Through the NUS purchasing consortium, STI testing kits and free contraception should be provided to Students' Unions.

Motion	<b>W111</b>
Title	<b>Interfaith</b>
Submitted by	Middlesex Students' Union
Speech For	Middlesex Students' Union
Speech Against	Free

### Conference believes

1. Interfaith activities on campus promote education and understanding of different religions and their practices. This can foster greater degrees of tolerance and sustained acceptance of minority communities through encouraging celebrations of religious and cultural diversity.
2. Tolerance and good relationships between students of all faiths and none can be fostered through interfaith initiatives.
3. By educating students and increasing awareness, this will in turn decrease the levels of prejudice and hate towards those of religious backgrounds.
4. Strengthening good interfaith relations on campus is a method to ensure that wider society then becomes more accepting and tolerant.

### Conference further believes:

1. NUS has a duty to bring about tolerance on campuses and the inclusion of all religious groups.
2. NUS has existing Faith and Belief initiatives but in recent years they have been inactive on this issue.

### Conference resolves

1. NUS must mark Interfaith Week every year by promoting it to Students Unions and actively encourage full time officers to take part.
2. The Faith and Belief Initiatives Funding that NUS provides must be wider advertised to students and Students' Unions.
3. NUS must promote interfaith spaces on campuses that give equal access to all faiths.

Motion	<b>W112</b>
Title	<b>Stop Doing Over Our Nursing Students</b>
Submitted by	Union of UEA students, Middlesex University Students' Union
Speech For	Union of UEA students
Speech Against	Free

### Conference Believes

1. Following the scrapping of Bursaries, English applications to British Nursing and Midwifery courses fell 23%.
2. Placements reduce access to union and university support.
3. Failure and dropout rates are high. Students report inadequate academic and wellbeing support.
4. The last NUS Charter for Nursing and Midwifery students was published 22 years ago.
5. Neither the relevant QAA nor NMC's education standards mention student support, representation or social activity.
6. Nursing and Midwifery Students contribute to NHS services without employment rights or financial compensation.
7. The NUS must act to support student Nurses and Midwives.
8. There are huge problems with academic failure and lack of support for nursing students, across all institutions
9. Many nurses and midwives are on placement for half the year and as a result, they are very unlikely to be involved with their Unions, societies and sports clubs
10. Nursing placements are often some distance from the institution therefore increasing isolation and reducing the amount of contact time for face-to-face support with their institution to a minimum
11. Students on nursing courses are often mature, with dependants and many institutions fail support those with these and other additional needs

12. Nursing failure and drop out rates are at epidemic levels, institutions average a 20% drop out rate but some report up to 50%
13. Whilst on placement there is the added pressure to meet the demands submitting and preparing for assessments leads to academic failure, misconduct and stress
14. Nursing students can be course terminated through the means of 'fitness to practice'
15. The last NUS Charter for Nursing and Midwifery students was published 22 years ago.
16. There are huge problems with academic failure and lack of support for nursing students, across all institutions
17. NSS scores consistently track lower for Nursing and Midwifery courses against the average
18. Many nurses and midwives are on placement for half the year and as a result they are very unlikely to be involved with their Unions, societies and sports clubs or wider University community
19. Nursing placements are often some distance from the institution therefore increasing isolation and reducing the amount of contact time for face to face support with their institution to a minimum
20. Students on nursing courses are often mature, with dependants and many institutions fail support those with these and other additional needs
21. Nursing failure and drop out rates are at epidemic levels

### **Conference Further Believes**

1. The NMC's standards for Nursing and Midwifery education (like the QAA for these courses) fail to mention student support, student representation or social activity
2. To address Nursing and Midwifery students specifically in future reviews of NUS governance.
3. To improve campus integration, including in student unions' sports clubs, societies and other services.
4. Nursing bursaries have been scrapped
5. Year after year NUS passes motions on Nursing and Midwifery that never seem to go anywhere
6. The last NUS Charter for Nursing and Midwifery students was published 22 years ago
7. The NMC's standards for Nursing and Midwifery education (like the QAA for these courses) fail to mention student support, student representation or social activity

### **Conference Resolves**

1. To work with all relevant trade unions to campaign for increased financial support for these students, including an upfront allowance for placement expenses.

2. Lobby Universities to adapt placement allocation to the needs of student carers, family cohesion and professional development.
3. Lobby for future versions of the NMC code to uphold freedom of expression and the right to personal life; removing restrictions on media co-operation and relaxing professional behaviour regulations, allowing student nurses to express themselves freely online (excluding hate speech/misconduct).
4. Create a national charter of rights for Student Nurses and Midwives
5. To hold a national summit on representation of Nursing and Midwifery students in conjunction with Unison, the RCN and the RCM
6. To lobby the NMC and other bodies to improve the standard of student representation, student social facilities and student wellbeing delivered by HEIs as a key part of nursing education standards
7. Campaign for all UK Nursing and Midwifery curriculums to explore the health needs of minority groups.
8. Lobby Universities to improve their absence and 'fitness to practice' policies so that disabled students in these fields do not suffer discrimination.
9. Respond to proposals for NHS staff to enforce 'health-tourism' regulations.
10. Protect placements and future jobs for current nursing students
11. To carry out research into the student experience of students on Nursing and Midwifery courses
12. To research the viability of the remuneration of student nurses for the hours undertaken on placement, which constitutes approximately 50% of the contact hours during their degree.
13. To campaign to expose the failure of student funding policy for nursing and reverse the changes
14. To look at integration of nursing across many Unions and their campuses to increase nursing representation
15. That any review of NUS' governance should address nursing and midwifery students as a specific priority area
16. To campaign to expose the failure of student funding policy for nursing and reverse the changes
17. To look at integration of nursing across many Unions and their campuses to increase nursing representation
18. To work with trade unions to protect placements and future jobs for current nursing students
19. To hold a national summit on representation of Nursing and Midwifery students in conjunction with Unison, the RCN and the RCM

20. To lobby the NMC and other bodies to improve the standard of student representation, student social facilities and student wellbeing delivered by HEIs as a key part of nursing education standards
21. To carry out research into the student experience of students on Nursing and Midwifery courses
22. To create a new national charter of rights for Student Nursing and Midwifery education

Motion	<b>W113</b>
Title	<b>Being Uber Safe</b>
Submitted by	Staffordshire University Students' Union
Speech For	Staffordshire University Students' Union
Speech Against	Free

### Conference Believes

1. Many wheelchair accessible taxis refuse to take disabled passengers, including people with a visual impairment and who require a guide dog and wheelchair users.
2. That this is breaking the law
3. That taxi drivers, firms, companies and organisations that either support this behaviour should be appropriately penalised for such discrimination.
4. Many Students' Unions and Associations run safe taxi schemes
5. That everyone should be safe from discrimination and harassment when using taxis, uber, public transport or other methods of getting around.
6. That people with disabilities already face unprecedented levels of discrimination

### Conference Further Believes

1. Former Staffordshire University Students' Union President, Bal Deol, went undercover for the BBC Midlands Today in February 2015 to expose this fact.
2. As a result of this uncover work in 2017, the Transport Minister - Andrew Jones announced a change in the law changed, which took effect from April 2017 and taxi drivers can now face a fine of up to £1000 if they refuse to take disabled passengers or charge them extra.
3. That Uber drivers have been accused of sexually assaulting many passengers

### Conference Resolves

1. To mandate the Vice President Society and Citizenship & Welfare to ensure research is carried out into passenger safety in registered taxi companies
2. To mandate the Vice President Society and Citizenship & Welfare to create a toolkit to support Students' Unions and Associations and Universities to justify the taxi company they are promoting.
3. For NUS to conduct research into which Students' Unions successfully run safe taxi schemes for their students and share best practice widely
4. To mandate the Vice President Society and Citizenship & Welfare to lobby the Transport Minister to ensure both private hire and public taxis are safe and accessible for all to use.
5. For the Vice President Society and Citizenship & Welfare to create campaign guidelines for Students' Unions and Associations to run safe taxi schemes, and for this to include accessibility for all students.

Motion	<b>W114</b>
Title	<b>Childcare on campus</b>
Submitted by	Roehampton Students' Union
Speech For	Roehampton Students' Union
Speech Against	Free

### Conference Believes

1. That NUS has carried out research in the past on the experiences of student parents in 'Meet the Parents' (2009) and in NUS Scotland's 'The Bairn Necessities' (2015)

### Conference Further Believes

1. That while both of these pieces of research are thorough and important, more needs to be done to support student parents on campus and improve childcare provision specifically across the UK.

### Conference resolves

1. To mandate NUS to carry out research on what provision is currently available across the UK, in both HE and FE.

2. To mandate the Vice President Welfare to work with the Student Parents and Carers section of NUS to launch a campaign around improving provision across all post-compulsory learning.
3. That NUS will collect best practice from Students' Unions on work they're doing to make their campuses child-friendly, and share this with the wider movement.

Motion	<b>W115</b>
Title	<b>Transport</b>
Submitted by	City of Bristol College Students' Union, Chichester College Student Association, FE Zone Committee, Leeds City College Students' Union
Speech For	City of Bristol College Students' Union
Speech Against	Free

### Conference Believes

1. Transport costs mean students are currently, and have consistently been, excluded from or impoverished by their education.
2. During the Area Review Process, NUS held roundtables with student representatives from 124 FE institutions across England. It was found that in every area transport was an issue affecting student's ability to access education.
3. NUS carried out research with FE students in 2015 and found that 51% of students said they cannot always afford their travel costs.<sup>102</sup>
4. In Wales, around six in 10 (62 per cent) further education students have costs associated with travel.<sup>103</sup> This figure rises to 75% in Northern Ireland,
5. The cost of travel, both in cash and time, is putting strain on students' abilities to balance their commitments between work, study and family life. In Wales, 37% of students reported this, in Northern Ireland it was 49%.<sup>104105</sup>
6. Apprentices struggle to afford their transport costs. Across the UK apprentices are paying an average of £24 per week in travel costs.<sup>106</sup> 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.

<sup>102</sup> [https://nusdigital.s3-eu-west-1.amazonaws.com/document/documents/20127/a9921e89ec43a5c30c93230062098267/CTC\\_transport\\_briefing\\_-\\_FINAL.pdf?AWSAccessKeyId=AKIAJKEA56ZWKFU6MHNQ&Expires=1515431626&Signature=NjQAdwdXZGPZVK4f93p5w3vzLY%3D](https://nusdigital.s3-eu-west-1.amazonaws.com/document/documents/20127/a9921e89ec43a5c30c93230062098267/CTC_transport_briefing_-_FINAL.pdf?AWSAccessKeyId=AKIAJKEA56ZWKFU6MHNQ&Expires=1515431626&Signature=NjQAdwdXZGPZVK4f93p5w3vzLY%3D)

<sup>103</sup> [https://www.nus.org.uk/PageFiles/12238/NUS\\_poundingyourpocketWales\\_report-English.pdf](https://www.nus.org.uk/PageFiles/12238/NUS_poundingyourpocketWales_report-English.pdf)

<sup>104</sup> [https://www.nus.org.uk/PageFiles/12238/NUS\\_poundingyourpocketWales\\_report-English.pdf](https://www.nus.org.uk/PageFiles/12238/NUS_poundingyourpocketWales_report-English.pdf)

<sup>105</sup> <https://www.nus.org.uk/Global/NUS-USI-Pound-in-Your-Pocket-summary-report.pdf>

<sup>106</sup> [https://www.nus.org.uk/PageFiles/12238/Forget%20Me%20Not\\_%20Apprentice%20Report.pdf](https://www.nus.org.uk/PageFiles/12238/Forget%20Me%20Not_%20Apprentice%20Report.pdf)

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.<sup>107</sup>
8. Rail fares have risen by over 32% on average since 2010.<sup>108</sup>
9. The discount offered by the 16-25 railcard and new "millennial railcard" announced in 2017 is not valid on a large amount of peak-time travel, when students are most likely to be travelling to college
10. Student support for travel is inconsistent across local authorities and does not cover costs.
11. The removal of Education Maintenance Allowance and the Adult Learning Grant back in 2010 for students in England has made financial support a key issue for Further Education students when it comes to accessing their education.
12. That whilst the Government replaced EMA with a bursary, the overall budget of this fund and its discretionary nature means that it is inadequate at meeting the needs of FE students.
13. Only 17 per cent of FE students receive support from their college to pay for transport costs.<sup>109</sup>
14. A major Bill on public transport has been through parliament over the past year but Students have been largely uninformed about this so far
15. Local monopolies like First and Arriva jack up prices and students are left powerless and out of pocket
16. The bill introduces new franchising powers with decision making at a local level but SUs need help on influencing this
17. There should be student concessions on all bus services, to ensure consistent discounts for all institutions some of which are based on different discounts on different campuses.
18. Usage of the 16-25 railcard should not have any restrictions on peak services or on the purchase of annual or monthly overground or underground travel cards.
19. Commuting students can be adversely affected by inadequate provision
20. Transport is one of the biggest costs for FE students not living on campus
21. FE Students in rural areas pay more for often less satisfactory services
22. NUS should be encouraging students to use public transport rather than personal travel to lower their carbon footprint. Since 2014 the National Society of Apprentices (NSoA) have had the issue of transport as a priority.

<sup>107</sup> <https://www.scotrail.co.uk/tickets/commuter>

<sup>108</sup> <https://www.rmt.org.uk/news/rail-fares-rising-almost-twice-as-fast-as-wages/>

<sup>109</sup> [https://nusdigital.s3-eu-west-1.amazonaws.com/document/documents/20127/a9921e89ec43a5c30c93230062098267/CTC\\_transport\\_briefing\\_-\\_FINAL.pdf?AWSAccessKeyId=AKIAJKEA56ZWKFU6MHNQ&Expires=1515431626&Signature=NjQAdwdXZGPZVK4f93p5w3vzYLY%3D](https://nusdigital.s3-eu-west-1.amazonaws.com/document/documents/20127/a9921e89ec43a5c30c93230062098267/CTC_transport_briefing_-_FINAL.pdf?AWSAccessKeyId=AKIAJKEA56ZWKFU6MHNQ&Expires=1515431626&Signature=NjQAdwdXZGPZVK4f93p5w3vzYLY%3D)

23. The NSoA have been working on a national campaign on the issue of transport.
24. Robert Halfon MP, Chair of the Education Select Committee, has spoken to the NSoA about making the campaign bigger and offering his support.
25. Some apprentices are blocked from accessing their apprenticeship if they live in rural areas or areas with a lack of public transport. This creates a further barrier in terms of adverse pay conditions and discourages people from applying to apprenticeships or types of apprenticeships.
26. All apprentices should have a reasonable amount of disposable income for development.

### Conference Further Believes

1. Students also suffer from poor, unreliable services on public transport such as buses, trains and trams.
2. One third of FE students spend between one and two hours getting to college.<sup>110</sup>
3. Students in rural areas have limited services that are at risk of being cut or removed completely, limiting students' access to college and activities outside the classroom. In cities, transport options are more numerous but the cost can be so prohibitive as to leave students' transport options very limited.
4. Area reviews in England, college regionalisation in Scotland and mergers creating large regional colleges in Wales and NI are intended to create greater specialisation of subjects being taught on certain campuses.
5. Curriculum changes like this will lead to students having to travel further to access the course they want to study or choose a course or institution they may not want to study because it is nearer to their home
6. Many students' unions negotiate with local bus companies to provide a discounted rate for students, but as this happens at a local level it varies from institution to institution meaning not all students are getting a fair deal.
7. Anyone studying more than 15 hours per week may purchase a 16-25 railcard, but to discounted rail fares can be obtained using a 16-25 railcard before 10am and apprentices over 25 are not eligible.
8. Private rail companies should reverse the decision to scrap 16-25 Railcard holders being able to access discounts at peak times - a decision which penalises students and young workers who need to travel by train to study or access their place of work.
9. The Government should guarantee free bus travel for FE students and apprentices, just as older people do, to ensure equal access to opportunity, preventing them from falling behind due to financial barriers.

<sup>110</sup> [https://nusedigital.s3-eu-west-1.amazonaws.com/document/documents/20127/a9921e89ec43a5c30c93230062098267/CTC\\_transport\\_briefing\\_-\\_FINAL.pdf?AWSAccessKeyId=AKIAJKEA56ZWKFU6MHNQ&Expires=1515431626&Signature=NjQAdwdXZGPZVK4f93p5w3vzYLY%3D](https://nusedigital.s3-eu-west-1.amazonaws.com/document/documents/20127/a9921e89ec43a5c30c93230062098267/CTC_transport_briefing_-_FINAL.pdf?AWSAccessKeyId=AKIAJKEA56ZWKFU6MHNQ&Expires=1515431626&Signature=NjQAdwdXZGPZVK4f93p5w3vzYLY%3D)

10. NUS FE Zone has launched its national #myFEjourney campaign around transport in the sector

### Conference Resolves

1. To invest in a community led campaign across the country, to bring together transport companies, local councils and students to fix cheaper, more affordable, 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.
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	<b>W116</b>
Title	<b>#StopSpiking</b>
Submitted by	Edge Hill Students' Union
Speech For	Edge Hill Students' Union
Speech Against	Free

### Conference believes

1. A study by a Swansea University student media group in 2013 suggested that 1 in 3 students believe they have been spiked while on a night out.
2. That more data is needed to truly know the extent and effects of drink spiking.
3. That drink spiking isn't necessarily always drugs, and that drinks can be spiked with more alcohol than the victim intends to consume without their consent.

### Conference further believes

1. That spiking is a huge, mostly hidden, issue for students.
2. It's difficult to know the extent of this problem due to low reporting rates, as many victims of spiking either doubt themselves or face scrutiny on whether they 'really have been spiked, or just had too much to drink.'
3. Statistics are urgently needed to bring the issue of spiking to the police and public's attention and to show victims that they are not alone.

### Conference resolves to

1. To mandate the Vice President Welfare to produce a campaign toolkit for Students' Unions to tackle spiking in their own venues, and to work with local bars and clubs to do the same.
2. For the Vice President Welfare to commission a national research project on students and spiking.
3. To work with NUSSL to get Spikeys, spiking testing kits, and other anti-spiking equipment and materials available through the purchasing consortium for Students' Unions, so that more Students' Unions can afford to offer these resources.

# 500 Society & Citizenship Zone

## Society & Citizenship Zone Proposals

Motion	<b>SC101</b>
Proposal	<b>Ending single use plastics</b>
Submitted by	Society and Citizenship Zone Committee
Speech For	Society and Citizenship Zone Committee
Speech Against	Free
Summation	Proposer of last successful amendment

### Conference Believes

1. That in 2015 alone, new plastic production stood at 322 million tonnes globally.
2. At least 8 tonnes of plastic is leaked into the ocean.<sup>111</sup>
3. That the UN Sustainable Development Goal 12.8 aims to ensure that by 2030 'people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature'.

### Conference Further Believes

1. The amount of packaging waste in society, and single-use plastic packaging in particular, is excessive.
2. That single-use plastic packaging in particular is having a significant negative effect on aquatic ecosystems - as illustrated by BBC's Blue Planet II.
3. That the long-term impact of plastic in the food chain on humans is still poorly understood.
4. That in the absence of that understanding and given the known negative impact on aquatic ecosystems, society should adopt the precautionary principle in minimising plastic waste entering our oceans and waterways.
5. That constructive engagement with suppliers and companies by NUS and Students' Unions can lead to practical alternatives to reduce or eliminate excessive packaging.
6. That Students' Unions have an important role to play in raising environmental awareness and in encouraging pro-environmental behaviour change.

<sup>111</sup> United Nations Environment, 2016 <http://cleanseas.org/get-informed>

7. That environmental engagement campaigns can lead to changes in environmental values, attitudes and behaviours of students that can last well beyond their time in education.
8. That Students' Unions have an important role to play in engaging with their local communities on environmental issues – particularly with local schools.
9. That the Government's recent 25-year environment plan<sup>112</sup> was positive in its general outlook but was far too long-term and didn't include anything that was binding.

### Conference resolves

1. NUS should investigate possibilities for finding alternative options within its commercial supply chain, or to constructively engage existing providers, to identify and use lower or no packaging options – specifically focusing on reducing plastic packaging.
2. NUS should develop a plan for phasing out products which use no recycled content, or overuse packaging.
3. NUS should support and advise students' unions on how to seek alternative suppliers, or engage with existing suppliers, where possible to limit and reduce single-use packaging waste.
4. NUS should build a campaign for students' unions to bring to their campuses, to reduce the use of single-use plastics in particular.
5. NUS should provide a toolkit for students' unions for Go Green Week on mitigating local pollution by running activities such as plastic clean-ups, in partnership with local and national organisations such as the Marine Conservation Society where relevant.
6. NUS should partner with other organisations, such as the Eco Schools network, to support students to deliver sustainability education in schools.
7. To lobby the government to ensure that the 25 Year Environment Plan is translated into meaningful policy and that more ambitious, shorter-term targets, are set for reducing plastic waste.

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<sup>112</sup> <https://www.gov.uk/government/publications/25-year-environment-plan>

Amendment	<b>SC101a - ADD amendment</b>
Title	<b>ADD amendment</b>
Submitted by	UEA Students' Union
Speech For	UEA Students' Union
Speech Against	Free

### Conference resolves

1. NUS should provide toolkits for students' unions around campaigns for individual students living zero waste lifestyles, focusing on how individual students can modify behaviours and make sustainability focused life decisions.
2. NUS Society and Citizenship Zone should work with the NUS Disabled Students Campaign to increase understanding among students' unions of requirements for single use plastics due to accessibility reasons.
3. NUS Society and Citizenship Zone should work with the NUS Higher Education Zone and NUS Further Education Zone to develop toolkits around incorporating sustainability into national and local curriculums, and incorporating understanding of the UN Sustainable Development Goals into education.

Amendment	<b>SC101b - DELETE &amp; REPLACE amendment</b>
Title	<b>DELETE &amp; REPLACE amendment</b>
Submitted by	Sheffield SU
Speech For	Sheffield SU
Speech Against	Free

### Conference resolves

#### Delete CR2, replace with

2. NUS should develop a plan for phasing out products which use no recycled content, or overuse packaging. Whilst still being accommodating to disabled people's needs, for prepared easy access cheap food.

Motion	<b>SC102</b>
Proposal	<b>International not isolationism</b>
Submitted by	Society and Citizenship Zone Committee
Speech For	Society and Citizenship Zone Committee
Speech Against	Free
Summation	Proposer of last successful amendment

### Conference Believes

1. In 2016, there were around 39,000 applications for asylum in the UK. Less than half of these were accepted<sup>113</sup>.
2. That only around 1% of the world's refugees live in the UK.<sup>114</sup>
3. The UN Refugee Agency (UNHCR) reported in 2016 that there were around 22 million refugees and 2.3 million people were seeking asylum globally.
4. Turkey, Pakistan and Lebanon host the largest amount of refugees globally; Turkey hosts 2.7 million refugees. Lebanon, a country the size of Wales, now hosts over a million refugees.<sup>115</sup>
5. That the International Rescue Committee (IRC) currently runs the Together for Refugees campaign, calling on EU countries to resettle and support refugees and asylum seekers.
6. People who have sought refuge in the UK do not have equal access to university; most are classed as international students which mean they are charged higher fees. On top of this most cannot get a student loan and do not have the right to work to earn money to pay their fees and living costs.
7. That the NUS Society and Citizenship Campaign and the International Students' Campaign have been working with Student Action for Refugees (STAR) to campaign for better access to education for refugees and asylum seekers.

### Conference Further Believes

1. That the UK, as well as the rest of Europe, should commit to resettling and supporting far more refugees than it currently does.
2. That everyone, including refugees and asylum seekers, should be able to access and succeed in education.

<sup>113</sup> <https://www.gov.uk/government/publications/immigration-statistics-october-to-december-2016/summary>

<sup>114</sup> <http://www.redcross.org.uk/~media/BritishRedCross/Documents/What%20we%20do/Refugee%20support/Mythbuster%20booklet%202016.pdf>

<sup>115</sup> [https://www.refugeecouncil.org.uk/what\\_we\\_do/refugee\\_services/resettlement\\_programme/refugee\\_resettlement\\_the\\_facts](https://www.refugeecouncil.org.uk/what_we_do/refugee_services/resettlement_programme/refugee_resettlement_the_facts)

3. That, particularly since the EU referendum, the mainstream media have vastly over exaggerated the number of refugees and asylum seekers in the UK.
4. This has led to a rapid increase in reported incidents of hate crime aimed at black and Muslim people in the UK.
5. That refugees and asylum seekers in the UK should be able to access work that is fairly paid, safe and secure.

### Conference Resolves

1. That the NUS Society and Citizenship campaign should work with the International Rescue Committee to campaign for the UK to increase the number of refugees it resettles each year.
2. That the NUS Society and Citizenship campaign should support the International Students' Campaign with its work with Students Action for Refugees, campaigning for better access to education for refugees and asylum seekers through the Equal Access campaign.
3. To collaborate with the trade union movement to campaign for better employment rights for asylum seekers and refugees.

Amendment	<b>SC102a – ADD amendment</b>
Title	<b>ADD amendment</b>
Submitted by	NUS Black Students' Campaign
Speech For	NUS Black Students' Campaign
Speech Against	Free

### Conference believes

1. The roots of the current refugee crisis are inherently political.
2. NUS has often shied away from international solidarity, or derided this as "not relevant" to students in the UK.
3. Given the global span of our student membership; the active role of the UK government in creating the conditions for refugee flight; or the fact as illustrated by this refugee crisis that international events inevitably come "knocking on our door"- this is a very narrow conception of our movement.
4. NUS is uniquely positioned in civil society to challenge and organise around international issues, and government policy on these.

5. Our solidarity with refugees can and must go further than supporting them once they have arrived in Britain, to the root causes of why they are forced to flee their homes whether war, climate change, border policies or otherwise.
6. We must also vigorously oppose the surveillance and subjugation refugee/migrant students face under the UK immigration regime.

### Conference further believes

1. Trade union officials have at times repeated damaging fallacies about migrant workers "driving down wages" for workers in order to justify their opposition to free movement.
2. NUS must be steadfast in campaigning against such logic, and campaign for an end to borders.
3. Campaigns like the LSE Cleaners', and SOAS Justice 4 Cleaners, show how powerful student solidarity with precarious migrant workers in our institutions can be.

### Conference resolves

1. Support student solidarity campaigns with migrant workers in universities, and work with the IWGB to develop campaign guidance for students.
2. Lobby universities to oppose the encroachment of anti-migrant 'Hostile Environment' policies on their institutions as far as legally possible.
3. To provide training sessions on migrants' rights.
4. Continue opposing any legislation restricting migrant rights and freedom of movement.

Amendment	<b>SC102b - ADD amendment</b>
Title	<b>Child refugees and the DUB</b>
Submitted by	Leeds University Union
Speech For	Leeds University Union
Speech Against	Free

### Conference believes:

1. From December 1938 to August 1939 Britain allowed 10,000 Jewish children on the Kindertransport to seek refuge from Nazi Germany, including Lord Alf Dubs.
2. There are currently 95,000 unaccompanied refugee children living in Europe.
3. In 2016 more than 25,800 unaccompanied children risked their lives to reach Europe.

4. Section 67 of the Immigration Act 2016, known as the Dubs Amendment, required the government to help relocate 3000 refugees to the UK and support unaccompanied child refugees.
5. After only 200 child refugees were allowed into the country, the scheme is set to finish after letting in only another 150 in.
6. On average, it takes 10-11 months to bring refugees in northern France to their family in the UK.

#### **Conference further believes:**

1. It is unacceptable that the Home Secretary stopped the Dubs amendment on the grounds of it encouraging "people trafficking".
2. The Dublin Regulation has created a situation where there are child refugees with no legitimate home because they fall outside the policies parameters
3. Dubs therefore serves the purpose of taking in these children in desperate need of a home, but have no ties to a specific country
4. Britain has a responsibility to relocate, support and welcome unaccompanied child refugees to the UK and given the NUS' track record on fighting injustice it is right to campaign on this issue.
5. As students, we are the next important generation and have a responsibility to fight for what is right.
6. Local authorities play a vital role in supporting child refugees.

#### **Conference resolves:**

1. NUS will press the government to reopen the Dubs Amendment as well as honoring the Children at Risk Scheme, the National Transfer Scheme and Dublin Regulation under EU law to take in unaccompanied child refugees if they can be reunited with family in the UK, and speed the process up.
2. NUS will lobby local authorities to allocate resources to unaccompanied child refugees to demonstrate to the government that more than 480 refugee children can be accepted into Britain.

Amendment **SC102c – ADD amendment**

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Title **Refugee scholarships in every University**

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Submitted by Huddersfield Students' Union

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Speech For Huddersfield Students' Union

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Speech Against Free

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### Conference believes

1. Access to higher and further education for refugees and asylum seekers needs to be improved ? those who are under forced migration, are waiting for their asylum seeker status or who have been granted Humanitarian Protection or Discretionary Leave to Remain (DLR) as a result of an asylum claim don't have equal access to university.
2. Only 57 higher education institutions offer scholarships, bursaries, fee waivers\* and reduced fees out of 162.
3. There is currently a disparity between the type of offer from higher education institutions, where all institutions should provide the same level of funding in order to provide the same level of access and opportunity.
4. Refugees and Asylum Seekers are currently treated like international students in relation to fees. If Refugees and Asylum Seekers are international students then they should have the opportunity to apply to any higher education institution just like international students can.

### Conference resolves

1. The NUS should lobby the Office for Fair Access (OFFA) to make it compulsory for universities to do the following:
  - a. Offer at least 10 bursaries and scholarships to meet study and maintenance costs in their access agreement.
  - b. Publicise their Equal Access policies so that potential students are encouraged to apply.

## Society & Citizenship Zone Motions

Motion	<b>SC103</b>
Title	<b>Breaking Barriers</b>
Submitted by	Union of Kingston Students, Central SU
Speech For	Union of Kingston Students
Speech Against	Free

### Conference believes

1. Many asylum seekers and refugees are classed as "international Students" in the UK education system, which means they have to pay more than home students, placing them under huge financial pressures.
2. Student Action for Refugees in partnership with the NUS are working together on the Equal Access Campaign to help push for better access to education for refugees and asylum seekers in higher education institutions in the UK<sup>116</sup>
3. Many UK institutions offer fee waivers and/or maintenance grants to refugees and asylum seekers[2] Often these schemes are limited - both in terms of nationalities they apply to, as well as in number, and are at times crowdfunded rather than funded by institutions - bordering on tokenistic gestures.
4. Accessible education means education for everyone trying to access education regardless of where they come from. This means breaking all barriers to education for refugees and asylum seekers

### Conference further believes

1. The NUS must actively support and fight for the rights of refugees and asylum seekers in detention trying to access further and higher education in the UK, which is a major barrier to accessing education.
2. Whilst campaigning for free and funded education for all - including international student - NUS should also actively campaign against charging refugee and asylum seeker students' exorbitant international student fees to enable them to access education in the interim.

<sup>116</sup>[http://www.star-network.org.uk/index.php/campaigns/equal\\_access](http://www.star-network.org.uk/index.php/campaigns/equal_access) // [2] [http://www.star-network.org.uk/index.php/resources/access\\_to\\_university](http://www.star-network.org.uk/index.php/resources/access_to_university)

3. The NUS Society and Citizenship campaign must work with SUs to help refugees settle on campus and their local residencies through initiatives that promote education of their culture and struggles to local communities.

### Conference resolves

1. To actively campaign for the closure of detention centres that imprison migrants and asylum seekers in hostile conditions.
2. Lobby universities to oppose the encroachment of anti-migrant 'Hostile Environment' policies on their institutions as far as legally possible by developing "sanctuary campuses".
3. This can include barring UKVI officials from operating within university grounds, and stopping any non-mandatory information sharing of migrant students and staff with UKVI and Home Office.
4. To work alongside Student Action for Refugees to push for more scholarships in universities across the UK through the Equal Access Campaign.
5. To lobby universities to provide extra support in the form of academic, social and financial resource for students amongst the most disadvantaged in education.
6. That these scholarships not be limited to refugee/asylum seeker students from particular nationalities or to specific courses.
7. To lobby for universities to fund full, non-means tested grants for refugee and asylum seeker students.
8. Lobby government to include refugees and asylum seekers, regardless of leave status, under Home student fee status, and to enable asylum seekers recourse to financial support for purposes of education.

Motion	<b>SC104</b>
Title	<b>Justice for Grenfell</b>
Submitted by	NUS National Executive Committee
Speech For	NUS National Executive Committee
Speech Against	Free

### Conference Believes

1. 7 months on from the horrific Grenfell Tower Fire, the Government is yet to approve any requests from local councils for fire safety improvements. 36 have so far requested help, including four with aluminium cladding like that on Grenfell Tower.
2. This January, Rotterdam's University of Applied Sciences closed one of its buildings as the cladding posed a high risk of fire. It is unclear how many buildings in Britain require such urgent action.
3. On 20 September 2017, the Scottish Parliament Local Government and Communities Committee was informed by a representative of Glasgow City Council that the city had a number of buildings which used flammable cladding similar to that at Grenfell Tower. The council later confirmed 57 privately owned buildings had some element of aluminium cladding similar to that of Grenfell Tower. <sup>117</sup>
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. <sup>118</sup>
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. <sup>119</sup>

<sup>117</sup> <http://www.bbc.co.uk/news/uk-scotland-glasgow-west-41335092>

<sup>118</sup> <https://www.theguardian.com/uk-news/2017/sep/13/only-2-of-uk-council-tower-blocks-have-full-sprinkler-system-grenfell>

<sup>119</sup> <http://www.independent.co.uk/news/uk/home-news/grenfell-tower-royal-borough-kensington-chelsea-council-stockpiled-274m-despite-warnings-residents-a7795411.htm>

### **Conference Further Believes**

1. Grenfell Tower Fire was a horrific catastrophe which has exposed how Tory cuts impact the poorest communities in the borough of Kensington and Chelsea, one of the richest boroughs in London. The residents who have been affected by this fire are overwhelmingly working-class people, migrants and refugees from African, Arab, Asian and Caribbean communities.
2. The survivors of the Grenfell Tower catastrophe include students and the government must provide full support in terms of rehousing, mental health provision, an immigration amnesty for undocumented people who lived in the tower, and access to the charitable funds that have yet to reach survivors.

### **Conference Resolves**

1. To call for retro-fitting of sprinklers and a flammable cladding mandatory safety test by the Government on all high-rise buildings, in both private and public sectors, to prevent another Grenfell Tower catastrophe, including a detailed audit of student accommodation.
2. To condemn the use of cheap flammable cladding which has been banned in the building industry internationally, the austerity-led cuts to the fire service, including the closure of fire stations and loss of fire fighters in London, the cuts to fire safety provisions by the Conservative government over the last 7 years, and the labelling of health and safety legislation as a 'red tape monster' by the government.

Motion	<b>SC105</b>
Title	<b>Stop Funding Hate</b>
Submitted by	Bristol University SU
Speech For	Bristol University SU
Speech Against	Free

### Conference believes

1. The United Nations High Commissioner for Human Rights has previously urged U.K. authorities, media and regulatory bodies to take steps to curb incitement to hatred by British tabloid newspapers, because of their racism and xenophobia.
2. In 2016, The Council of Europe accused The Sun and The Daily Mail of spreading hate speech. It highlighted the majority of coverage that they reported on LGBT, Muslims and Travellers was 'discriminatory in nature'.
3. The Leveson Inquiry into UK Press Standards concluded that there was careless and reckless reporting regarding ethnic minorities, immigrants and asylum seekers. This has resulted in sensationalist and unbalanced headlines/subheadings.

### Conference further believes

1. Half of UK newspaper revenue comes from advertising. If NUS openly supports the 'Stop Funding Hate' campaign, this would significantly impact the sales of The Daily Mail, The Sun, Breitbart and The Daily Express, who frequently distort and misrepresent the truth.
2. So far, Stop Funding Hate has successfully impacted grocery stores, retail outlets, technology and energy industries. Expanding this across all sectors on a larger scale can prevent multiple industries from liaising with tabloid press.
3. Propaganda and smear campaigns against refugees, Muslims, migrants, LGBTQ+, disabled people and women (amongst others) is wholly unacceptable and it is our moral obligation to change the narrative.

### Conference resolves to

1. That the National Union of Students will put pressure advertisers to cut ties with The Sun, The Daily Mail, Breitbart and Daily Express.
2. That the National Union of Students will actively encourage Students' Unions to put pressure on advertisers to cut ties with The Sun, The Daily Mail, Breitbart and Daily Express.

3. That the National Union of Students will actively encourage Students' Unions to propose motions on their campus to support this campaign.
4. To provide resource material to support this campaign including downloadable posters, flyers, template motions.

Motion	<b>SC106</b>
Title	<b>Solidarity with our Trade Unions</b>
Submitted by	University of Bath Students' Union
Speech For	University of Bath Students' Union
Speech Against	Free
Summation	Proposer of last successful amendment

### Conference believes

1. Trade union membership has fallen to an all-time low<sup>120</sup>
2. Union membership is not beyond the means of many students<sup>121 122 123</sup>
3. Unionisation rates are particularly low amongst postgraduates who teach or perform research, despite poor pay and conditions.<sup>124</sup>

### Conference Further believes

1. Staff working conditions are student learning conditions. Students' learning is directly affected by low pay and casual labour. <sup>125 126</sup>
2. Trade union membership and collective bargaining are the best ways of increasing wages and improving conditions.
3. Union membership is increasingly important for students, with 77% of students now seeking employment to ease the financial pressures of going to university. <sup>127</sup>
4. Too many don't join a union as they don't know it is an option.

<sup>120</sup> <https://www.theguardian.com/politics/2017/jun/01/union-membership-has-plunged-to-an-all-time-low-says-ons>

<sup>121</sup> <https://join.unison.org.uk/membership-rates/>

<sup>122</sup> <https://www.ucu.org.uk/subscriptions>

<sup>123</sup> <https://www.usdaw.org.uk/Join-Us/Membership-Rates>

<sup>124</sup> [https://www.nus.org.uk/Global/1654-NUS\\_PostgradTeachingSurvey\\_v3.pdf](https://www.nus.org.uk/Global/1654-NUS_PostgradTeachingSurvey_v3.pdf)

<sup>125</sup> <https://www.theguardian.com/commentisfree/2016/may/25/lecturers-striking-low-pay-casual-work-students-university>

<sup>126</sup> <https://www.ucu.org.uk/stampout>

<sup>127</sup> <http://www.telegraph.co.uk/education/educationnews/11794199/Rise-in-number-of-university-students-in-paid-work.html>

### Conference resolves

1. NUS will work with trade unions to provide information to students about trade unions on their campuses and encourage them to join and become active in their local branches. NUS will encourage SU's to support these efforts.
2. NUS will publicly call on universities and students' unions to recognise all trade unions of which their staff are currently members.
3. NUS will work with the TUC and trade unions to produce plans as how they can partner to unionise the next generation of young workers.

Amendment	<b>SC106a – ADD amendment</b>
Title	<b>Solidarity with education workers, no ifs, no buts, no delays</b>
Submitted by	NUS Postgraduate Students Committee, University of Bath Students' Union
Speech For	NUS Postgraduate Students Committee
Speech Against	Free

### Conference believes

1. Staff across FE and HE have faced repeated attacks on their working conditions and on their pensions.
2. Staff across pre-1992 universities have had their USS pension scheme attacked, removing defined benefits so that retired staff will be left at the mercy of stock market gambles<sup>128</sup>.
3. These cuts are a result of employers' choice to not invest in their workers, and are completely avoidable and unjust. All workers deserve the security of a decent retirement.
4. These cuts will impact staff on precarious and casual employment contracts, including postgraduate students who teach.
5. In January 2018, it was announced that UCU members overwhelmingly voted to undertake strike action as a result of these attacks on their pensions.<sup>129</sup>
6. The marketisation of education has severed relationships between staff and students, with students treated as consumers, paying an extortionate amount for their education and thereby expecting a certain level of "service" from their staff.

<sup>128</sup> [www.ucu.org.uk/article/9074/UCU-warns-of-chaos-on-campus-if-pension-row-not-resolved](http://www.ucu.org.uk/article/9074/UCU-warns-of-chaos-on-campus-if-pension-row-not-resolved)

<sup>129</sup> <https://www.ucu.org.uk/14-strike-dates>

7. Despite students' fees reaching unbelievable heights, our staff do not see increases in their pay to reflect this, and are undervalued, overworked, mistreated, and demoralised in an education system that forces them to do impossible amounts of work to make ends meet<sup>130</sup>

### Conference further believes

1. NUS National Executive Committee this year passed a motion to support the UCU strikes.
2. Despite this policy, there was an unacceptable 10-day delay between the announcement of the strike and any announcement from NUS, which meant that postgraduates who teach were left in the lurch by their own union.
3. In response to the announcement of strikes, UCU and NUS released a joint statement, within which NUS stated that it would encourage students to write to their heads of institutions to complain about the impact the strikes have had on their learning.
4. There is no positive way to use the commodification of education to our advantage, and to complain about the impact of the strikes on our learning is the same as complaining about the strikes.
5. NUS must do better in future.
6. We should always back and support industrial action by education workers, because working conditions and teaching quality are closely interlinked. Solidarity between staff and student is vital to our campaigns, and many striking staff are also postgraduate students who we represent.

### Conference resolves

1. NUS will publicly support the University and Colleges Union's proposed strike action<sup>131 132 133</sup>
2. To reaffirm our stance of unwavering solidarity with staff, including when they undertake strike action - no ifs, no buts, and no delays.
3. To truly support our own members and those of our sister union in future industrial disputes.
4. That full time officers who lead on campaigns around supporting striking staff should always consult with the postgraduate campaign to ensure that students who are striking are adequately supported.

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<sup>130</sup> <https://www.theguardian.com/education/2015/nov/17/university-lecturers-uk-us-casual-posts-food-stamps>

<sup>131</sup> <https://www.ucu.org.uk/uss-dispute-questions?list=9041>

<sup>132</sup> [https://www.ucu.org.uk/ussballotresult\\_jan18](https://www.ucu.org.uk/ussballotresult_jan18)

<sup>133</sup> <https://www.ucu.org.uk/article/9237/Members-updated-on-hard-line-employer-stance>

Amendment	<b>SC106b – ADD amendment</b>
Title	<b>NUS Supports the UCU Strike</b>
Submitted by	Kings College London Students' Union
Speech For	Kings College London Students' Union
Speech Against	Free

### Conference believes

1. University staff have faced a sustained attack on their working conditions over the past few years.<sup>134</sup>
2. These attacks are concurrent with a drive towards the marketisation of education through higher tuition fees and pay increases for senior management.
3. The latest attack on staff is a proposed change to their pension schemes which, if implemented, will leave a typical lecturer almost £10,000 a year worse off in retirement.<sup>135</sup>
4. In response, the University and College Union (UCU) balloted its members for strike action. Overall, 88% of members who voted backed strike action and 93% backed action short of a strike. The turnout was 58%.
5. There is a long history of student unions and the UCU cooperating in defense of education. NUS President Shakira Martin has already released a joint statement of support with the UCU.<sup>136</sup>

### Conference further believes

1. Redundancies, course closures, and cuts to pay have had a detrimental impact on staff and students at universities around the country.
2. There has been a drive to reduce costs and increase revenue, thereby increasingly treating universities as businesses instead of centres of learning.
3. That the pensions of university staff are being attacked as part of a wider attack on education that is being carried out in the interests of private profit.
4. That the struggle by staff for decent pensions therefore concerns students as much as the fight for free and decent education.
5. That this attack on education cannot be separated from similar attacks on the NHS, the unemployed, the disabled, the welfare state, the emergency services and other publicly funded institutions.

<sup>134</sup> <https://www.theguardian.com/education/2016/may/25/uk-university-lecturers-strike-over-pay>

<sup>135</sup> <https://www.ucu.org.uk/pensions/>

<sup>136</sup> <https://www.ucu.org.uk/article/9247/joint-NUSUCU-statement-on-USS-action>

6. That the struggle against cuts to these services therefore concerns students as much as the fight for free and decent education.
7. That there is enough money, not only to make these attacks unnecessary, but in fact to greatly increase public funding for education, healthcare and the welfare state.
8. That this money, which amounts to hundreds of billions of pounds, is currently privately owned and remains uninvested, not because it is not needed, but because it cannot be used to profit the handful of people who control it.
9. That this situation is the result of a capitalist economic system run for profit instead of need, and whose operation inevitably results in crises, inefficiency and the growth of inequality.

### Conference resolves

1. To publicly support all university staff taking strike action in the four rounds of action that have been announced between February and March 2018.
2. To publicly encourage all students not to cross picket lines, should strikes continue beyond their initial four-week period.
3. To send delegates to the local UCU branch and to picket lines to offer practical support for all action to fight against attacks on education and other public services.
4. To call for the nationalisation under democratic control of the banks and biggest businesses as the only way to secure decent pay and conditions for university staff, decent and free education for all, and properly funded public services.

Motion	<b>SC107</b>
Title	<b>Stop Exploiting Student Workers</b>
Submitted by	Coleg Cambria, Edge Hill Students' Union, University of East Anglia
Speech For	Coleg Cambria
Speech Against	Free
Summation	Proposer of last successful amendment

### Conference believes

1. Research shows that 3 out of 4 full time undergraduate students take out paid employment to make ends meet, in term time and/or during the holidays.
2. On average, students work 14 hours a week during term time but almost 1 in 3 work for more than 17 hours a week to fund their studies.

3. Almost half of all students who work believe it impacts negatively on their studies
4. Student support is limited for students studying in their final year.
5. Many students (final year and otherwise) have difficulty and face delays accessing student support.

### **Conference further believes**

1. It is outrageous that anyone should be paid less than the minimum wage and that international students are suffering most.
2. It makes no sense for student support to decrease in the final year, when students are less able to put in the hours at a critical stage of their academic career.
3. Delays in accessing student support are unacceptable, and put many students in a position of further financial difficulty.
4. Trade Union membership is in long term decline and very low amongst the young.
5. It is crucial that trade unionism adapts to new forms of precarious and temporary work.
6. A new partnership between UEA students' union and GMB this year has seen 1200 student staff offered trade union membership for free and a new campaigning partnership developed on student rights at work

### **Conference Resolves**

1. To work with the TUC to promote students' rights at work
2. To explore the effects of government's immigration rules on the exploitation of international students in the casual labour market and campaign for change.
3. To work with the trade union movement to campaign for improved workplace rights and protections, especially for casual, temporary and agency workers.
4. To work with the GMB and other interested unions to expand the number of SU-Union partnerships around the UK
5. NUS to lobby the SLC to make timely financial support a reality, and a request for equal final year student support arrangements.
6. To campaign for an increase in the minimum wage and highlight the breaches by employers to the Low Pay Commission. To campaign for an end to age discrimination in the minimum wage.
7. To work towards better proportionality in taxes and contributions paid by part-time students in employment, expecting reductions, not exemptions.
8. To work with the Living Wage Foundation to investigate how to roll the principles of the Living Wage out to SUs and Universities
9. To Ensure that students rights are protected in the gig-economy

10. To further investigate the employment conditions of students, specifically postgraduate, and work towards guidelines for union-level support.
11. To work with the TUC to secure trade union membership for all NUS Extra Cardholders

Amendment	<b>SC107a - DELETES CR11 and replaces with CR1</b>
Title	<b>Discount membership for Students</b>
Submitted by	University of Bath Students' Union
Speech For	University of Bath Students' Union
Speech Against	Free

### Conference Resolves

1. NUS will work with trade unions to provide a means for Students' Unions to partner with Trade Unions to provide accessible, bespoke membership options for students, at discounted rates <sup>137 138 139</sup>

Amendment	<b>SC107b – ADD amendment</b>
Title	<b>Apprentices and Trade Unions</b>
Submitted by	City of Bristol College Students' Union
Speech For	City of Bristol College Students' Union
Speech Against	Free

### Conference believes:

1. It is unknown how many apprentices are in trade unions.
2. Apprentices who aren't members of a trade union don't have representation in the workplace.

### Conference further believes

1. Apprentices face a unique situation of being both workers and learners.

<sup>137</sup> <https://www.gmblondon.org.uk/news/gmb-sign-recognition-agreement-with-university-of-east-anglia-students-union-ueasu>

<sup>138</sup> <https://www.uea.su/gmb/>

<sup>139</sup> <https://www.uea.su/gmb/ouragreement/>

2. Trade unions have traditionally been at the forefront of winning better pay and conditions for workers.
3. Trade unions have a clear commitment to tackle all forms of inequality.

#### Conference resolves:

1. To advertise trade union membership to apprentices via the Apprentice Extra card.
2. For the NUS to run trade union membership drives at colleges, training providers and at NSoA events.
3. For the NUS to work with trade unions to improve their advertising to apprentices.
4. For the NUS to work with trade unions to offer subsidised membership fees for apprentices.

Amendment	<b>SC107c – ADD amendment</b>
Title	<b>Research into the ill effects of the 'gig economy'</b>
Submitted by	LiverpoolSU
Speech For	LiverpoolSU
Speech Against	Free

#### Conference believes:

1. As the cost of living rises, many students are turning to the gig economy, in order to keep their heads above water.
2. "Gig"workers are "a labour market characterised by the prevalence of short-term contracts or freelance work, as opposed to permanent jobs" [1] for example, being paid per "gig"of delivering food, driving people to destinations, etc. It's estimated that 5 million people in the UK are employed in this way. [2]
3. Workers in this sector are classed as independent contractors. This allows flexibility of hours, which is an attractive feature to many, especially students.
4. Independent contractors are not classed as workers however, and so, have no protection against unfair dismissal, no right to redundancy payments, and no right to receive the national minimum wage, paid holiday or sickness pay.

#### Conference further believes:

1. Without job security, structure, and rights, independent contractors are at a high risk of stress, and mental/physical ill health, affecting the educational attainment of students. With the lack of a secure income, student independent contractors also

face more difficulty in planning for life after university, as it is much harder to get a loan or mortgage.

2. Independent contractors should have protection against unfair dismissal and the right to redundancy payments, paid holiday and sickness pay.
3. All independent contractors should be paid the Living Wage.

#### Conference resolves:

1. To facilitate research into how low wages, and lack of job security, affects the educational attainment of students.
2. For NUS to partner with the TUC to work to tackle the problems of the gig economy.
3. For NUS to run a campaign on students who are working in the gig economy, and the effects of precarious work.

Amendment	<b>SC107d – ADD amendment</b>
Title	<b>Fair pay for postgraduates that teach</b>
Submitted by	Coventry University Students' Union
Speech For	Coventry University Students' Union
Speech Against	Free

#### Conference believes

1. The NUS 'Postgraduates Who Teach' report shows that postgraduate teachers are undervalued and underpaid.
2. Research students are deprived of employment rights.
3. Research students should have the opportunity to teach but this employment should not be exploitative. They should be paid for prep time and examination marking.
4. Teachers who are paid fairly and who work in decent conditions make better teachers.
5. International students already have a work restriction by the home office and should not be further restricted by Universities.

#### Conference further believes:

1. The Postgraduate Employment Charter (jointly developed with UCU) provides a comprehensive overview of the pay and conditions that Postgraduate teachers should reasonably expect.

2. Postgraduate teaching staff are equally entitled to proper contracts as permanent teaching staff.
3. Research students are workers as well as students, and thus should be entitled to associated rights to limited hours, minimum pay, healthy and safe workplaces, holidays, sick leave, academic freedom, and protection from harassment and unfair dismissal.

### Conference resolves:

1. To encourage all postgraduate teaching students to join UCU.
2. To continue to work alongside UCU in protecting the rights of postgraduate teachers and campaigning against casualisation of teaching labour.

Motion	<b>SC108</b>
Title	<b>Plight of the Rohingya: I thought we said never again</b>
Submitted by	Queen Mary Students' Union
Speech For	Queen Mary Students' Union
Speech Against	Free

### Conference believes

1. The Rohingya are the most persecuted minority in the world
2. The UN claims that they are victims of "textbook genocide"
3. The Rohingya are referred to as Bangladeshis by the Burmese government, despite living in Burma for centuries
4. Nearly a million Rohingya have fled to neighbouring Bangladesh
5. The MaBaTha and 969 movement have politically campaigned for the killing of the Rohingya and have physically attacked them too
6. The Burmese army has been involved in raping and killing Rohingyas

### Conference further believes

1. The Rohingya are denied citizenship in the country they are born in (i.e. Burma), they are restricted in terms of receiving education, voting and even marriage
2. According to the six stages of genocide outlined by Daniel Feierstein, the Rohingya are at the final stages of Genocide as they are being removed from collective history
3. The MaBaTha and the 969 movement heavily influence Burmese politics, so they have been allowed to get away with campaigning to kill the Rohingya and other minorities
4. The Burmese Army is funded by Britain

### Conference resolves

1. To lobby academics to boycott Burmese academic institutions
2. To lobby the UK government to formally denounce the MaBaTha and 969 movement as terrorist organisations
3. To provide funding for Rise4Rohingya Societies such as the one formed in Queen Mary
4. NUS to continue campaigning and raising money for Rohingya refugees
5. The NUS to only refer to the Rohingya as the Rohingya and acknowledge them as citizens of the Rakhine region
6. To lobby the British government to formally acknowledge the Rohingya as citizens of the Rakhine region
7. To lobby the British government to stop funding the Burmese army and put sanctions in place until the killings stop
8. To formally pledge in support of the removal of the nobel peace prize from Aung San Suu Kyi.

Motion	<b>SC109</b>
Title	<b>Votes at 16</b>
Submitted by	University of Plymouth Students' Union
Speech For	University of Plymouth Students' Union
Speech Against	Free

### Conference believes

1. Work on votes at 16 should remain a top priority for NUS.
2. Every young person has the right to be taught about political education and has the right to voice their opinions.
3. The decisions that are made today, will have lasting effects for the young people in the future.

### Conference resolves

1. Citizenship education, especially political education, needs to be included in our curriculum
2. Being informed of the right to register to vote is a basic human and democratic right and 17-year olds are knowledgeable and passionate about the world in which they live and are capable of engaging in the democratic system

3. Lowering the voting age to 16, combined with strong citizenship education, would empower young people to engage with society.

Motion	<b>SC110</b>
Title	<b>International Students</b>
Submitted by	Glasgow Caledonian University Students' Association
Speech For	Glasgow Caledonian University Students' Association
Speech Against	Free
Summation	Proposer of last successful amendment

### Conference Believes

1. The UK government piloted new immigration rules for international students in January 11 2018, regarding tier 4 application and are outline below;
  - a. Student can switch to a work visa and take up a graduate role, by allowing them to remain in the UK for only 6 months. 23 universities to benefit from this pilot which include 2 in Scotland, 2 in Wales and 1 in Northern Ireland as well as universities from across England.
  - b. Students who applied for a study part-time courses in the UK (if the course leads to a qualification at RQF level 7 or SCQF 11) at a higher education institution are not allowed to work including placement), cannot bring family as dependant and switch to other immigration categories permitting work.
2. The gross benefits from international student's amount to £22.6 billion (Average of £87,000 for each EU student and £102,000 for each non-EU student) compared to cost to host international students in the country (£2.3 billion; average of £19,000 for each EU student and £7,000 for each non-EU student) yearly.
3. According to a report from GOV.UK, a quote from the Immigration Minister Brandon Lewis 2017 said; "I am delighted to announce the expansion of this pilot which is part of our ongoing activity to ensure that our world-leading institutions remain highly competitive."

### Conference Further Believes

1. International students make a valuable contribution to the UK economy.
2. This will only make world leading institution competitive, reducing attention on other potential institutions.

3. Tax paid by International students when they work in the UK is a source of income for the UK government, so the law should be fair on them.
4. International students applying for part-time course are disadvantaged.
5. International student sabbatical officers are also disadvantaged due to visa rules.

### Conference Resolves

1. For NUS UK to lobby for post-study visa opportunity to be provided for all international students equally across the UK and not just focusing on students in only world-leading institutions.
2. NUS UK to lobby UK government for international part-time students to have the opportunity to have at least one of this options (Able to switch to work visa or given a reasonable time to work in the UK).
3. NUS UK to lobby UK Universities to support international students who are elected sabbatical/ full time officers deal with Visa and Immigration issues, including the payment of visa fees. This will give equal opportunity for international student when elected.

Amendment	<b>SC110a – ADD amendment</b>
Title	<b>International Students – Free the Education</b>
Submitted by	Edinburgh Napier Students’ Association, London Metropolitan University Students’ Union
Speech For	Edinburgh Napier Students’ Association
Speech Against	Free

### Conference believes

1. International students come to the UK to receive an education, which includes not only their degree but their student experience
2. From its Conferences 2014-2016, the NUS International Students’ Campaign has passed three motions committing them to take action on international student fees:
3. As a result of pressure from the International Students’ Campaign and individual student unions, many universities across the UK have committed to fee freezes and caps on international student fee rises
4. Despite tightening restrictions on visas for non-EU international students to enter and remain after graduation, universities are intensifying efforts to recruit international students.

5. International students are already at the sharp end of education reform- facing sky-high fees, draconian immigration services and severe limits on their right to remain after their studies.
6. The government's refusal to take international students out of its immigration quotas means we can expect more raids, detentions and deportations of students in the year to come.
7. The new regime ushered in by the Higher Education and Research Bill is likely to be especially detrimental to international students, with the possibility of university rankings being linked to their recruitment.
8. The fees paid by international students in FE, undergraduate and postgraduate courses are not required to have justification under any aspect of the regulations which govern UK FE and HE institutions.
9. These fees are rarely calculated on the cost to teach, instead are calculated on maximum market costs, perpetuating the marketization of our institutions.
10. Ill-conceived courses, especially at the FE and Postgraduate levels, are appearing more rapidly in response to demands from the international student "market" and quality assurance on these courses is often dismissed in favour of the institutional benefit from international student fees.

### **Conference further believes**

1. While fee freezes and caps are commendable, non-EU international students continue to pay higher fees and face disparities in access to hardship and financial support compared to home/EU students
2. Despite paying higher fees, international students do not receive any more value from their education
3. Universities mainly recruit international students as 'cash cows' i.e. to increase university profits and compensate for reduced higher education funding
4. While it is understandable that universities need to offset funding cuts, this treatment means undue suffering for international students, such as being threatened with deportation or prevented from accessing work that would help them pay their fees, because they cannot pay their fees for any reason
5. Furthermore, the abolition of the post-study work visa, tightening requirements for Tier 2 work visas and spousal visas and the rise in racism and xenophobia prevent and deter international students from remaining in the UK after graduation and contributing to it in any way
6. International students are thus being treated unfairly and detrimentally, and this is counterproductive to the objective of creating a better society through higher education.

## Conference resolves

1. To continue existing policy from 2014-17 on reducing international student fees, reintroducing the post-study work visa, and equalising access to hardship and financial support
2. To reject the argument that international students are valuable because they contribute to university revenues, and to stop using this argument in any form when advocating for international students
3. To campaign, together with individual student unions, trade unions and other campaign groups, for
  - a. The equalisation of non-EU international and home/EU student fees
  - b. The abolition of home/EU student fees be abolished, or an equivalent promise should such a promise be made
  - c. The government of the day to fund any decrease in university revenues that brings them below breakeven point because of equalisation or abolition of international fees through increased taxes on the rich and businesses
4. To provide resources to educate international students, particularly non-EU international students, on their rights when taking part in demonstrations and direct actions
5. To mobilise in defence of any international student disciplined by their university or risking legal liability for taking part in a demonstration or direct action furthering any objective supported by policy passed by the International Students' Campaign or the NUS as a whole
6. To work with partners to run a positive campaign on the benefits of migration and removing students from the net migration target
7. To campaign for transparency in international students' tuition fee calculations and distribution in all future campaigns involving UK domestic fees.
8. To advocate capping of international student fees in response to rising domestic fees.
9. To mandate the VP FE and the VP HE to work with the sector to ensure that FE and Postgraduate courses specifically are not being taken beyond capacity, resulting in poor quality, in the drive to gain more funding from international students.
10. To include in campaigns against the marketization of education in the UK, a campaign against the marketization of international student education in the UK.

Motion	<b>SC111</b>
Title	<b>Support KCL Justice for Cleaners; End Outsourcing!</b>
Submitted by	Kings College London Students' Union
Speech For	Kings College London Students' Union
Speech Against	Free

### Conference believes

1. Outsourcing, job casualisation and insecurity are commonplace throughout British society, including the Higher and Further Education sectors.<sup>140</sup>
2. Various campaigns have broken out at universities and colleges in response to this situation, including justice for cleaners campaigns at LSE, SOAS and King's College London; and anti-outsourcing campaign at the University of London, and campaigns by casualised teaching staff. Many of these have received NUS backing.<sup>141</sup>
3. The campaign at KCL is fighting for outsourced cleaners to receive fairer treatment, and ultimately be brought back in-house.<sup>142</sup>

### Conference further believes

1. The effect of outsourcing on working people's lives is dire. Outsourced workers cover unsociable shifts in terrible and insecure working conditions. Furthermore, they are not entitled to the same rights and protections as those employed by universities directly.
2. The cleaners at King's (mostly of migrant backgrounds, giving a racist dimension to the situation) are currently outsourced to a predatory company called Servest, and even though they are part of King's community they are not being treated on par with in-house staff. Furthermore most of the cleaners are Spanish speaking, and a language barrier becomes a tool of oppression used by the bosses.
3. It is a scandal that our extortionate fees are squandered on expensive procurement projects and Vice-Chancellors' salaries while workers suffer. Outsourcing is a means by which capitalism can squeeze workers for every penny in a period of economic crisis, and represents the inability of the current system to provide meaningful employment to the population.
4. The current situation must stop not only in King's, but also at a national level. Students in universities must join with workers to put an end to outsourcing, which

<sup>140</sup> <https://www.tuc.org.uk/blogs/casualisation-leaves-workers-facing-difficult-and-uncertain-labour-market//>

<sup>141</sup> <http://www.independent.co.uk/student/news/london-students-join-striking-cleaning-staff-in-fight-for-fair-conditions-pay-migrants-protest-a7565551.html//>

<sup>142</sup> <http://roarnews.co.uk/?p=24428>

harms university workers and diminishes our institutions. This can only be achieved by linking with workers on campus and on the streets against the capitalist system itself.

### Conference resolves

1. To support the cleaners at King's and all other universities where outsourced workers are in dispute by lobbying universities to bring all staff in house on decent pay and terms and conditions.
2. To join workers in all action - up to and including a strike - at both a national and local level. Students must not and will not put up with worker exploitation!

Motion	<b>SC112</b>
Title	<b>Divest Barclays</b>
Submitted by	Bristol Students Union
Speech For	Bristol Students Union
Speech Against	Free

### Conference believes

1. Burning fossil fuels is the primary contributor to climate injustice. However, projected fossil fuel investment in new fields, mines, and transportation infrastructure over the next twenty years is worth \$14tn.
2. Barclays is a major financier of new fossil fuel infrastructure responsible for \$12.5bn of financing between 2014 and 2016, and the worst UK high street bank in 2016 with \$4.4bn.
3. Barclays finances projects violently imposed on local communities like Keystone XL, Cerrejón coal mine in Colombia and fracking in North Yorkshire.
4. Barclays increased its financing of coal extraction projects to \$982m since 2015 (\$585m), despite signing the Paris Accord.
5. UK universities have led the fossil fuel divestment movement eroding the social license of fossil fuel companies. The next step is to revoke the finance they need to expand.
6. NUS has live policy supporting the fossil fuel divestment and positive reinvestment movement and policy committing NUS to prioritise campaigning against climate change.

7. Student campaigners with People & Planet are campaigning for Barclays to stop financing fossil fuel companies and extraction projects using a strategy of creative action and institutional boycotts.
8. Sheffield SU, Bristol SU, Trinity St David SU and Young Labour have policy to boycott Barclays and support Divest Barclays campaigns.

### **Conference further believes**

1. Institutional boycotts are an effective tactic leveraging collective power and demands of NUS and SU membership.
2. NUS used the same tactics against Barclays during South African apartheid. Now NUS should stand in solidarity with communities resisting fossil fuel projects funded by Barclays.

### **Conference resolves**

1. NUS should boycott Barclays until they stop financing all fossil fuel companies and extraction projects globally, including:
  - a. Not banking with Barclays
  - b. No financial dealings with Barclays
  - c. Not allowing Barclays to sponsor, advertise or recruit at NUS events or across its digital platforms
  - d. To not accept awards sponsored by Barclays
  - e. No other dealings with Barclays
2. NUS should write to Barclays explaining the boycott and publicly call on Barclays to stop financing fossil fuels.
3. NUS should encourage all of its political and corporate partners to boycott Barclays.
4. Society and Citizenship zone to work with SU Officers to increase the number of SUs and university Barclays boycotts, incorporate fossil free finance into SU and NUS officer trainings, linking with organisations including People & Planet, London Mining Network and 350.org.
5. Society and Citizenship zone to work with Further Education zone to ensure FE is prioritised in Divest Barclays.
6. NUS should introduce policy to the European Students' Union for them to boycott Barclays and support fossil free finance campaigns.

Motion	<b>SC113</b>
Title	<b>Picture House and McDonalds Strikes</b>
Submitted by	ArtsSU
Speech For	ArtsSU
Speech Against	Free

### Conference believes

1. The Picturehouse and McDonald's disputes which involve mainly young, low-paid workers on insecure contracts.
2. The September 2017 strikes at McDonald's branches in Cambridge and Crayford for £10 an hour, secure contracts with guaranteed hours, and union recognition, as well as grievances over bullying from management.
3. This industrial action has already won pay rises for all McDonald's workers and it will continue until their demands are met.
4. That Picturehouse cinema workers are striking for the Living Wage, decent maternity and sick pay, and union recognition, as well as the reinstatement of four sacked union reps.

### Conference further believes

1. Millions of young people in London have low paid jobs and zero hours contracts.
2. Joining a union, organising at work and going on strike is the most effective way to fight against inequality and for better pay and working conditions.
3. For these struggles to be effective, we must repeal all anti-trade union laws, including those introduced in the 1970s and 1980s, which make it harder for us to strike and picket effectively.
4. The National Living Wage should be replaced with a universal living wage of £10 per hour. This starts with supporting and spreading young workers' struggles now.

### Conference resolves

1. To actively support workers in struggle, including publicising and mobilising for the Picturehouse and McDonald's strikes, mobilising for members to attend picket lines, demonstrations and to support the strike fund. Organise fundraising events to raise money for strike funds.
2. To launch a campaign to unionise and organise young workers as part of a campaign for a £10 per hour minimum wage and to ban zero hour contracts.

3. To organise training events led by young workers involved in workplace struggles, to train young members how to organise at work to fight for better pay and better conditions.
4. To work with trade unions to fight for the right to strike and picket effectively, including for political reasons and in solidarity with other workers.

Motion	<b>SC114</b>
Title	<b>Keep Fighting Climate Change!</b>
Submitted by	Edinburgh University Students' Association
Speech For	Edinburgh University Students' Association
Speech Against	Free

### Conference believes

1. The huge global warming and climate change already underway, as a result of human activity, is a grave threat to life, the planet and social progress.
2. Fossil fuel companies continue to stand in the way of serious action on climate change, and so must be confronted.
3. The current fossil fuel reserves are five times what could be burnt while staying under 2°C warming.
4. The government has intensified its drive for fracking, despite the dangers to the local environment, water supplies and the global climate.
5. Private ownership of the energy industry drives fuel poverty through profiteering and obstructs renewable energy development.
6. The profits of the Big Six energy companies (British Gas, EDF, E.ON, npower, Scottish Power and SSE) have risen tenfold since 2007.
7. NUS UK voted last year to "campaign for the nationalisation of the Big Six under democratic control".

### Conference further believes

1. The need to confront the fossil fuel industry and energy companies cannot be avoided if we want to avoid catastrophic climate change.
2. The argument for a public, democratically controlled energy sector - to abolish fuel poverty and help fund a transition to renewable energy - is compelling.
3. Public ownership of energy will only be won by campaigning by grassroots worker, student, green and community groups.

4. The NUS was mandated to campaign for this, yet the most visible environmental campaign was to reduce the use of drinking straws in SU bars.
5. Grassroots campaigns like those against fracking in Lancashire and South East London and against Heathrow's third runway, including direct action by groups like Reclaim the Power and Plane Stupid, are crucially important to fighting climate change. They are why fracking has been held off for so long, and we should join their campaign against the renewed drive towards fracking.

### Conference resolves

6. To affirm our commitment to campaigning for the nationalisation of the Big Six under democratic control as part of a renewed drive for student action on climate change.
7. To support protests and direct action against fossil fuel expansion, including the fight against fracking and a third runway at Heathrow, and in support of an accelerated renewable transition.

Motion	<b>SC115</b>
Title	<b>Banning the use of fur</b>
Submitted by	Union of Kingston Students
Speech For	Union of Kingston Students
Speech Against	Free

### Conference believes

1. Fur that is sourced from killing animals on farms and traps is an inherently cruel and violent industry.
2. The fur industry is responsible for the deaths of over 1 billion rabbits, and over 50 million other animals', including foxes, minks, otters, bears, cats, dogs, chinchillas, seals, and more.
3. Fur is only an aesthetic to or an accessory, and offers no benefits worth the untold violent and death that it causes.
4. Fur farms are barbaric, and deprive animals a natural life of socialising, freedom of movement, and protection from the elements. They are also a breeding grounds for bacterial infections, communicable diseases, and routinely the conditions cause insanity in animals confined.
5. Animals that are killed on fur farms after a life of enclosed spaces, are subjected to death by anal or vaginal electrocution, poison, gas chambers, hanging, bludgeoned,

or being skinned alive. Animals killed in fur traps languish in traps for days, before beaten to death or shot.

6. The fur industry is destructive not only to the animals it kills, but the fragile ecosystem and the environment, but also the workers who must use carcinogenic materials in the production of fur.
7. Faux fur is able to replicate the look, feel, and benefits of animal fur, but without the violence that comes with it.
8. Animals are living, breathing, feeling beings that should be free of a lifetime of misery and be free of an unnecessary violent death for the purposes of aesthetic.
9. Instituting a ban on students being allowed to use fur would not harm students prospects as graduates, as many retailers and businesses have committed to never using fur. The majority of students do not use fur in their projects, and the ethical argument against fur is greater than the argument to allow its use, particularly when there is a plethora of alternatives.
10. Instituting a ban on the use of fur in students' projects will correspond with societal views and current legislation that makes fur farms illegal in the UK, with varying bans in place around the world.

### **Conference resolves**

1. To call on every university in the UK to enact a rule that would prohibit the use of animal fur in students' projects, regardless of their course.
2. To replace the animal fur that is being used in students' project with more sustainable and ethical materials.
3. The policy to prohibit the use of fur should go into effect as soon as possible, to ensure animals aren't being raised in a life of hellish conditions before a violent death to be used in students' projects.

Motion	<b>SC116</b>
Title	<b>Armenian Genocide</b>
Submitted by	Falmouth and Exeter Students' Union
Speech For	Falmouth and Exeter Students' Union
Speech Against	Free

### **Conference Believes**

1. That between 1915 and 1923 millions of Armenians, Pontian Greeks and Assyrians were murdered at the hands of the Ottoman Caliphate.
2. The tragic crime was undisputedly carried out with the genocidal intention of eliminating these Christian communities. This was a premeditated and systematic execution of an estimated 1.5 million civilians; not a legitimate act of war.

### **Conference Further Believes**

1. That it is incumbent upon us as a student organisation to fight all forms of racism.

### **Conference Resolves**

1. To condemn and reject any attempt to deny, distort, or ignore the historical reality of this genocide.
2. To recognise the importance of remembering and learning from this genocide, and to join the Armenian, Pontian Greek and Assyrian communities in honoring the innocent people who fell victim to this crime.
3. To lobby the UK government to recognise the Armenian genocide as a genocide.

Motion	<b>SC117</b>
Title	<b>Money can't buy taste</b>
Submitted by	Norwich University of the Arts Students' Union
Speech For	Norwich University of the Arts Students' Union
Speech Against	Free

### Conference believes

1. Since the introduction of the English Baccalaureate (EBacc) in 2015 arts education is disappearing from state education: creating a two-tier education in state and private schooling where the most advantaged young people have access to a wide range of educational experiences
2. Creative subjects are not considered a core part of a diverse and holistic education by the government and pupils from low income families are receiving the least creative opportunity due to the preventative cost of extra curricula activities
3. The societal impact of this is that young people born into poor families with few qualifications are the least likely to work and be successful in cultural and creative industries
4. The art foundation which provided an option for young people to gain a creative education is on the decline
5. That education policy is being shaped by a narrow view that disregards the supplementary skills that creative education provides: pupils are losing the opportunity to develop critical thinking, confidence and curiosity skills through creative practice

### Conference further believes

1. Two thirds of 650 state school teachers, surveyed by Sussex University<sup>143</sup> , sighted the EBacc as the reason why less pupils were studying music GCSE as a result the number of schools offering music GCSE in declining
2. Since 2010 there has been a 28% drop in the number of children taking creative GCSEs<sup>144</sup>, with a corresponding drop in the number of specialist arts teachers being trained
3. Ofsted's chief believes "The worst thing that can happen to a working-class child is they don't get the full education to 16 that leaves them with options that could take them to university or vocational education"<sup>145</sup>

<sup>143</sup> <http://www.bbc.co.uk/news/education-39154242> //

<sup>144</sup> <https://www.theguardian.com/commentisfree/2018/jan/17/creativity-private-schools-uk-creative-industries-state> //

<sup>145</sup> <http://www.bbc.co.uk/news/education-42862996> //

4. From 2003 and 2013 50% less pupils were entered for Design & Technology GCSE<sup>146</sup>, 23% less for drama and 25% less for other craft-related subjects
5. Only 8.4% of students studied both arts and science at AS level in 2012-13<sup>147</sup> demonstrating how the arts are not deemed to be academic study.
6. In 2016 the number of pupils studying 1 arts subject fell to the lowest level for a decade<sup>148</sup>
7. In 2012/13 music was compulsory in 84% [1] of schools for 13 & 14 year olds in by 2016-17 this figure had fallen to 62%

### Conference resolves

1. NUS will carry out research into the added value of studying creative subjects to demonstrate the how creative education is integral to a well-round education
2. NUS will gain a comprehensive understanding of the skills gap that is being created through the removal of creative education in school and the wider affect this is having on society.
3. NUS Society & Citizenship zone will NUS to campaign against the English Baccalaureate lobbying the government to cease the English Baccalaureate.
4. To work with mission groups and charities to promote the need for accessible extra curricula arts activities for children and young people from low income backgrounds.

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<sup>146</sup> <https://www.theguardian.com/education/2015/feb/1/arts-and-culture-systematically-removed-from-uk-education-system>

<sup>147</sup> <http://www.bbc.co.uk/news/education-31518717>

<sup>148</sup> <http://www.bbc.co.uk/news/education-42862996>

Motion	<b>SC118</b>
Title	<b>Solidarity with Iranian students and workers</b>
Submitted by	Edinburgh University Students' Association
Speech For	Edinburgh University Students' Association
Speech Against	Free

### Conference believes

1. The movement of protest in Iran which began in late December 2017, demanding basic freedoms, the release of political prisoners, lower prices and workers' rights.
2. The violent repression that these protests suffered, including against student protestors.
3. That at least 90 left-wing student activists were jailed in January 2018 alone.
4. That regime security forces surrounded and in some cases invaded university campuses. Other students were taken from their homes and dorms.

### Conference further believes

1. Student activists have raised slogans against all factions of the regime, for democracy, and for student-worker unity. We support their demands.
2. We also demand the immediate release of arrested student, labour movement and other political activists.
3. We stand in solidarity with those in Iran fighting for better living standards, for the right of workers and others to organise, for the release of political prisoners, for women's rights, for a democratic republic and free elections. We oppose Western military threats and economic sanctions.

### Conference resolves

1. To make links with and build solidarity with the Iranian student and labour movement and left activists fighting for these goals.
2. To call on representatives of the party not to appear on Press TV, which is the English-language propaganda-outlet of the regime.

# 600 AGM

## AGM Zone Proposals

Motion	<b>AGM101</b>
Title	<b>Fair Representation on DPC</b>
Submitted by	Democratic Procedures Committee
Speech For	Democratic Procedures Committee
Speech Against	Free
Summation	Proposer of last successful amendment

### Conference believes

1. Gender balancing for NUS committees was agreed by National Conference in 2014, but owing to a drafting error, the Democratic Procedures Committee were not included in its provisions.

### Conference further believes

1. That elections to the Democratic Procedures Committee should be gender balanced.
2. That similar motions to gender balance DPC have been sent to National Conference since 2014 but unfortunately have never been debated.

### Conference resolves

1. Accordingly, to amend rule 501(a) by inserting, at the end of that section: " When the block is counted the RO will cause, if sufficient candidates have stood, at least 50% of the places (rounded down) to be allocated to self-defining women."

Amendment	<b>AGM101a - REPLACE AMENDMENT</b>
Title	<b>Changes to NUS articles and rules, rule 500 (a)</b>
Submitted by	Solent Students' Union
Speech For	Solent Students' Union
Speech Against	Free

### Conference believes

1. NUS rule 501 (a) states that the Democratic Procedures Committee nominations are required to open at Conference.<sup>149</sup>

### Conference further believes

1. Democratic Procedures Committee nominations are opened at the same time as other positions to be elected at conference.<sup>150 151</sup>
2. By opening the nomination period there is a larger chance of receiving nominations
3. By opening the nomination period to before the start of conference it may encourage non-delegates to stand.

### Conference resolves

1. To replace NUS rules section 501 (a) with the following:
  - a. "Individual Members- there will be nine Individual Members, four of which will be elected by the National Conference in even years and five in odd years. All of these will serve two-year terms at its annual meeting. Nominations will close at the event and the election will take place in a block form, elected by the Single Transferable Vote"

<sup>149</sup> [https://nusdigital.s3-eu-west-1.amazonaws.com/document/documents/33502/NUS\\_UK\\_Articles\\_Rules\\_April\\_2017.pdf?AWSAccessKeyId=AKIAJKEA56ZWKFU6MHNQ&Expires=1517242238&Signature=SVrIqIQXmyaCl3PeC%2FgeA%2Bu2VRI%3D](https://nusdigital.s3-eu-west-1.amazonaws.com/document/documents/33502/NUS_UK_Articles_Rules_April_2017.pdf?AWSAccessKeyId=AKIAJKEA56ZWKFU6MHNQ&Expires=1517242238&Signature=SVrIqIQXmyaCl3PeC%2FgeA%2Bu2VRI%3D)

<sup>150</sup> <https://conference.nusconnect.org.uk/elections/stand-for-election>

<sup>151</sup> <https://www.nusforms.org.uk/mach1/machform/view.php?id=249571>

## AGM Zone Motions

Motion	<b>AGM102</b>
Title	<b>Building grassroots ARAF campaigning</b>
Submitted by	NUS Black Students' Campaign
Speech For	NUS Black Students' Campaign
Speech Against	Free

### Conference Believes

1. There has been a widespread resurgence and emboldening of fascism globally.
2. Ruling governments have pandered to fascist populism through xenophobic/racist scapegoating.
3. The state cannot be relied on to 'deal' with the threat of fascism, as they incubate and enable the conditions in which fascism grows - particularly the economic and social conditions engendered by austerity and privatisation.
4. Nor can state institutions like the police be relied on, as their role have regularly been to target and criminalise anti-fascist organisers/groups.
5. Anti-fascism must be driven by grassroots organisation, which can both respond to the threat of far-right mobilisations and proactively build mutual aid and solidarity in communities, to out-manoeuvre fascist populism.

### Conference Further Believes

1. Given the rise in racism and fascism threatening our members, it is unacceptable that NUS' ARAF budget has been cut this year.
2. The ARAF Budget must exist separately from the Cross-Liberation Budget, and be sufficient to support grassroots ARAF work with our membership.
3. 'Anti-racist' state laws, such as bans of far-right groups are inevitably utilised to target progressive organising that the state disapproves of - example being the Public Order Act.
4. In addition to state surveillance like PREVENT, the government has sought to bring in policies criminalising antiracist/antifascist organising, often crudely conflating direct action with 'No Platform'.
5. No Platform is an important tactic developed by antifascists to counter fascist organising - its success as a tactic hinges on robust grassroots organising, not just as a 'policy'.

6. No Platform should never seek to emulate state control or draw legitimacy from their laws - we should support bottom-up and democratic antifascism, not top-down policing.

### Conference Resolves

1. ARAF Campaign, in conjunction with the Liberation Campaigns, to provide antifascist training days open to students and communities covering: self-defence training, direct action training, know-your-rights legal training.
2. Reaffirm our support for No Platform, as a bottom-up tactic.
3. Reiterate our opposition to PREVENT and our call for its abolition.
4. Robustly oppose any new repressive state laws that stifle our right to organise, protest and/or oppose the far-right.
5. Provide with legal support students criminalised for antifascist action.

Motion	<b>AGM103</b>
Title	<b>So Small So Special</b>
Submitted by	Royal Conservatoire of Scotland Student Union
Speech For	Royal Conservatoire of Scotland Student Union
Speech Against	Free
Interrelationship	This asks for a change to Rule 322.

### Conference believes

1. In Clause 322 of the Articles of Association & Rules of NUS, there is reference to ‘Small or Specialist Higher Education Constituent Members’.
2. There is no current definition or interpretation of the term ‘Small or Specialist Higher Education Constituent Members’.

### Conference further believes

1. That according to the Quality Assurance Agency for Higher Education (QAA), specialist institutions are those that ‘are focused in a single discipline or a small number of discipline areas’ and are ‘smaller than their multi-faculty peers (typically fewer than 1,000 students)’.
2. The use of the term ‘Small and Specialist’ is often adopted by institutions that fit into the aforementioned characteristics presented by QAA.

3. A common feature of these institutions is that, due to their specialist qualities and student population, they can only send one delegate to NUS National Conference.
4. That NUS offers concessions and fee waivers for 'Small & Specialists' without defining which institutions are eligible.
5. A definition for these institutions is needed to ensure that policy passed that impacts these institutions specifically has clear and consensual understanding in its remit and reach.

### Conference resolves

1. To amend Clause 322 of the Articles of Association & Rules of NUS and replace 'Small or Specialist Higher Education Constituent Members' to 'Small and Specialist Higher Education Constituent Members'
2. To include in the Article of the Articles of Association & Rules of NUS titled Definitions and Interpretation the following definition: 'Small and Specialist Higher Education Constituent Members' | Higher Education Constituent Members that are only eligible to send one delegate to National Conference due to their size and/or specialism;'
3. To apply this definition of Small and Specialist Higher Education Constituent Members to all reference to Small and Specialists (and variations there upon unless otherwise stated).

Motion	<b>AGM104</b>
Title	<b>Supporting Student Parents and Carers</b>
Submitted by	Women's Committee
Speech For	Women's Committee
Speech Against	Free
Interrelationship	This text is not an explicit challenge to the Estimates so if passed payment would have to be found from the budgets allocated to those areas (e.g. the events budget for each area)

### Conference Believes

1. Studies have shown that student parents are an "at risk group" in terms of student retention.<sup>152</sup>
2. Little time, no money for additional childcare, and parenting responsibilities make it very difficult for student parents to get involved with student life beyond their course.<sup>153</sup>
3. Lack of free and/or affordable child-care further curtails their engagement with student politics and the student community as a whole.
4. The National Union of Students (NUS) should provide free childcare at all their events.

### Conference Further Believes

1. Approximately, 60 per cent of student parents have considered dropping out of their course - this figure rises to 65 per cent for single parents.<sup>154</sup>
2. Parenting responsibilities make it considerably difficult for student parents to get involved in extracurricular activities.
3. Timings of events, costs, alcohol and a lack of 'child-friendly' activities put additional obstacles in the way of student parents' engagement in the student community - one in ten say they feel isolated as a student parent.
4. Higher education institutions are required under employment law to make maternity provisions for working mothers, yet there is no legal requirement ensuring the same protections for student parents.

<sup>152</sup> [https://www.nus.org.uk/global/nus\\_sp\\_report\\_web.pdf/](https://www.nus.org.uk/global/nus_sp_report_web.pdf/)

<sup>153</sup> [https://www.nus.org.uk/global/nus\\_sp\\_report\\_web.pdf/](https://www.nus.org.uk/global/nus_sp_report_web.pdf/)

<sup>154</sup> [https://www.nus.org.uk/global/nus\\_sp\\_report\\_web.pdf/](https://www.nus.org.uk/global/nus_sp_report_web.pdf/)

5. In spite of the Equality Act 2010, the rights of student parents are primarily determined at discretion of their institution(s). Consequently, student parents are “squeezed out” of the education system.<sup>155</sup>
6. Student parents should be able to engage with all aspects of student life - including engagement with their respective student unions and the NUS.
7. Employees are entitled to 30 hours free childcare if they work over 16 hours a week. Students are not eligible for this (including PhD students).
8. Access to flexible working, maternity leave and breastfeeding facilities are examples of legal entitlements held by workers. There is no reason for student parents should not to be equally protected.

### Conference Resolves

1. For childcare to be provided at all NUS events, not exclusively democratic events, to uphold the same commitment to accessibility that we are asking of higher and further educational institutions.
2. For the Vice President of Welfare to collaborate with the NUS Women’s Officer and lobby NUS to provide free childcare at all democratic and non-democratic events;
3. For the Welfare Zone to collaborate with the Women’s Campaign and the Parents and Carers Rep to lobby the government to change its childcare policies to include student parents.
4. For the Vice President of Welfare to work with the NUS Women’s Officer and the Parents and Carers Rep to lobby institutions to collect information on how many student parents there are in the U.K. (this allows accurate allocations of resources or budgeting possible).

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<sup>155</sup> <https://petition.parliament.uk/petitions/210634>

Motion	<b>AGM105</b>
Title	<b>No Platform for Fascists - No Platform for Britain First</b>
Submitted by	Falmouth and Exeter Students' Union, NUS National Executive Committee
Speech For	Falmouth and Exeter Students' Union
Speech Against	Free

### Conference Believes

1. Open debate, the exchange of opinions and the development of students' ideas and understanding are central to the culture of universities and colleges in promoting freedom of speech and ensuring academic freedom.
2. Similarly, freedom of expression and speech are basic human rights to be protected and are protected by law.
3. Students' unions are at the heart of ensuring our colleges and universities are places in which a diversity of people and opinions are not only accepted, but celebrated.
4. The range of activities and events that take place in students' unions demonstrate this diversity of interests, ideas and opinions and this is to be encouraged.
5. Student safety and welfare is also at the heart of our unions' policies and practices. As such, the freedom to express views can sometimes be tempered by the need to secure freedom from harm for students and communities
6. Racism and fascism are still prevalent in society, on the rise across Europe it should be confronted wherever it is found
7. NUS has a proud history of being at the forefront of campaigns to combat prejudice on the form of ethnic origin, sexual orientation or religious belief.
8. That a no platform policy is a key element in the fight against racism and fascism on our campuses.
9. That a no platform policy compliments equal opportunities policies, speaker protocols, the Equalities Act and the Public Order Act.
10. That no platform policies safeguard its members from being subjected to listening to the lie, bigotry and hatred of racists and fascists.
11. Students have the right to live and study in an environment where they do not have to justify their very existence.

### Conference Further Believes

1. Britain First is a far-right British political organisation formed in 2011 by former members of the British National Party (BNP). The organisation's leader is former BNP councillor Paul Golding.
2. BNP was no platformed by NUS in 2007.
3. It has benefited from the vacuum left by the declining British National Party (BNP) and the splintering English Defence League (EDL). It has also benefited by excessive and sensationalist media coverage.
4. Combining anti-immigrant rhetoric of the BNP with the hostility to Islam of the EDL, Britain First is attracting supporters from both because of its direct action and stunts
5. They are attracting huge support on social media and have created a climate of fear amongst Muslim communities
6. They target young people and are social media savvy- their online reach is large with over 2 million "likes" on Facebook.
7. BF calls for an all-white Britain, denies the holocaust and its members are closely linked to violence

### Conference Resolves

1. To reaffirm NUS' Constitutional No Platform Policy for racists and fascists
2. To add "Britain First" to NUS' No Platform List
3. To mount robust defence in defence of Students' Unions rights to democratically deny platforms to racists and fascists in the year ahead
4. Welfare zone to work with NUS liberation officers and national representative student faith organisations to create a hate crime briefing pack which outlines the nature, facts and figures of hate crime and continue to share and promote NUS' guidelines on how set up and maintain hate crime reporting centres in SUs
5. Welfare and Society & Citizenship Zone to create a briefing for student officers who may be approached by the press about this issue as to why we believe a no platform policy is so important and to provide tips and support for officers on how to win the argument.

Motion	<b>AGM106</b>
Title	<b>Non-Binary Inclusivity in Delegations</b>
Submitted by	Durham University Students' Union
Speech For	Durham University Students' Union
Speech Against	Free

### Conference believes

1. Current rules state that 50% of a delegation, rounded down, must self-define as women.
2. Gender is not binary and should not be separated into 'women' and 'not women'.
3. Some non-binary individuals include man and/or woman in their identity, and some do not.

### Conference further believes

1. Non-binary individuals shouldn't be grouped with women or men automatically, unless they specifically include such in their identity.
2. It is important that Delegations are representative of all gender identities, including nonbinary ones.

### Conference resolves

1. Replace Rule 333 under Appointment of Delegates, of the Articles of Association & Rules with:
  - a. 'No more than 50% of a delegation to National Conference, rounded up, may self-define as the same gender identity. Where a union is only entitled to send one delegate, the union's free observer place must be taken by someone who self-defines as a different gender identity'

Motion	<b>AGM107</b>
Title	<b>A Vote for Every Student</b>
Submitted by	Northumbria University Students' Union
Speech For	Northumbria University Students' Union
Speech Against	Free

### Conference believes

1. 'Our policies and priorities must be student-led and students' union-focused through building open, transparent and accessible democratic structures that increase performance and strengthen accountability' (see <https://www.nus.org.uk/en/who-we-are/what-we-do/>, accessed 1st February 2018)
2. Voting should be open and accessible to everyone
3. Candidate with larger democratic backing will have stronger mandates to implement policy
4. NUS desires to represent all students regardless of what institution they attend

### Conference further believes

1. Currently, delegate entitlement means that students of smaller student unions do not have an equal say in the direction of NUS policy, reducing their voice on the national platform
2. Current rules mean that NUS Conference delegates cannot legitimately claim to be representing all students, only those that vote (for example, only 390 students – less than 2% - voted in Northumbria's NUS Conference elections)
3. NUS respects the right of students to choose whether to be active members of their Students' Union, but still aims to represent every single student
4. Students who vote are mostly those who are active members of the Students' Union
5. Students feel disconnected from NUS and this has led to some unions disaffiliating
6. Part of the reason unions have disaffiliated is that they felt their voices were not being heard<sup>156</sup>

### Conference resolves

1. To mandate Democratic Procedures Committee to bring forward rule revisions to National Conference 2019, to:

<sup>156</sup> <http://www.independent.co.uk/student/news/newcastle-university-students-union-becomes-second-to-disaffiliate-from-the-nus-in-a-week-a7026616.html/>

2. Allow relevant students from every NUS-affiliated Students' Union to vote on all full-time and part-time officers of the NUS, including:
  - a. President and all Vice-Presidents
  - b. All Nations officers
  - c. Liberation Officers
  - d. Sections Officers
3. Require a one week period for voting across all constituent members
4. Require that NUS host all candidates' manifestos on its public-facing website