

CD3

Minutes, Resolutions and Election Results

Circulate to delegates to Zone Conference
and National Conference

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national union of students

Key information

Purpose of this document

This document is a report of the debates, actions, motions and elections of NUS National Conference 2011. It is split into 3 sections.

- The Minutes are a record of the meeting, who spoke and how motions were amended and whether they passed or not.
- The Resolutions outline the policy passed, taking into account any amendments during the debate or sections that were removed as 'Parts'. This policy is current until 2014.
- The Election Results outline who was elected at the Conference.

What you need to do

Delegates at the start of National Conference 2012 will be asked to accept the minutes as an accurate record of the meeting in 2011.

The policy in the resolutions section should be used to hold the Zone Committees and Vice Presidents accountable on their work. This will also be available in the Zone Report Conference Document.

Checklist

I am confident that the minutes accurately reflect the last National Conference

Delegates from my union to National Conference know they will be asked to accept these minutes

Delegates from my union know they can use these resolutions along with the Zone report document to hold the elected officers accountable for the work they have been set

Read through the document and need more help?

If you require additional information please contact one of the following people:

- For issues relating to the administration of conference, including registration, access needs, room bookings and stalls contact the Events Team events@nus.org.uk
- For issues about delegate entitlement, zone committees, reports and policy, amendments to zone policy proposals & Cross Campus Ballots contact democracy@nus.org.uk

All the above can be contacted at:

- NUS, 4th Floor, 184-192 Drummond Street, London, NW1 3HP
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Contents

Purpose of this document	2
Minutes	3
Resolutions	
Further Education Zone	13
Higher Education Zone	16
Society & Citizenship Zone	22
Union Development Zone	24
Welfare Zone	28
Annual general meeting	32
Policy Prevented from Lapsing	38
Election Results	43

National Conference 2011 | Minutes

Session 1

Conference opened at 12.25

Welcome from host body

Sororial greeting by Sally Hunt, General Secretary, UCU

President's opening remarks from Aaron Porter, National President, NUS

Staff protocol, equal opportunities, safe space, domestic arrangements and fire procedures read by Ed Marsh, VP (Union Development), NUS

Democratic procedures committee announcements

Introduction to order paper from Stephen Findlay, Chair, DPC

Call to challenge to the order paper to add time to debate emergency motion 80. Vote to hear the case **passed**

Speech for: Sean Rillo Razka, National Executive Council

Speech against: Stephen Findlay, DPC

Vote on challenge to order paper: **fell**

Vote to adopt the order paper: **passed**

Chief Returning Officer announced the opening and closing times for nominations for DPC and Trustee committee places: **Matt Robinson**, Chief Returning Officer.

Conference voted on the new members as a group -

Vice-President Union Development proposed to accept into membership the following unions

- Brine Leas Sixth Form
- Godalming College
- Longcroft School Sixth Form
- Rutland College
- University of Durham

Vote: **passed** with 2/3rds

Minutes

Minutes of the previous meeting were accepted

Policy Lapse

Simon Darvill (DPC) introduced the Policy Lapse process and the process for adopting the Nations and Liberation Policy.

101 Constitutional Ratifications

Introduction Speech: Democratic Procedures Committee waived the speech to Nathan Sparling, Edinburgh Napier University

Speech Against: Aaron Porter, NEC

Speech For: Jack Speight Salford University

Speech Against: Ricky Chotai, Salford University

Summation: University of Bolton Waived to

Rebecca Sawbridge, NEC

DPC announced the interrelationship with the DPC Report

VOTE: falls

Priority Campaign Report, presented by Usman Ali and Aaron Porter who presented a video recording.

DPC proposed questions from the membership on the priority campaign

Higher Education Zone Report and the Further Education Zone Report: Shane Chowen and Usman Ali
All three reports were **accepted**

Higher and Further Education zones

Recommendation No: 201

Policy Area: Teaching & Learning for the 21st Century

Submitted by: Further Education Zone Committee

Introduction Speech: Shane Mann, FE Zone Committee

Speech Against: Not Taken

Summation: James Pickin, NEC

VOTE: passes

Recommendation No: 301

Rob Park, DPC outlined the interrelationships of the amendments to the motion.

Policy Area: Higher Education Funding

Submitted by: Higher Education Zone Committee, University of Brighton

Introduction Speech: Usman Ali, NEC

Amendment: 301a

Submitted by: University of Manchester, Liverpool Students Union

For: Lily Rumsey, Liverpool Students' Union

Summation: Mo Saquib, Academic Affairs

VOTE: passes

Amendment: 301b

Submitted by: Birmingham Guild

For: Rob Hunter, Birmingham University

Against: Bob Sutton, Liverpool Guild of Students

Summation: Dora Meredith, Birmingham University

VOTE: passes

Amendment: 301c

Submitted by: NUS National Executive Council, Sheffield University

For: Aaron Porter, NEC

Parts: CB3 and CR1 – Oxford

National Conference 2011 | Minutes

Brookes, Lucy Ackerman, President
Against: Emma Kerry, University of Manchester Students' Union
VOTE: passes (CB3 and CR1 pass into the substantive)
Summation: None
VOTE: passes

Amendment: 301d

Submitted by: Birkbeck College, Bury College, University of East London, Essex University, Hackney Community College, Harrow College, Goldsmiths College, Kingston University, London School of Economics, School of Oriental and African Studies, Sussex University, Black Students Campaign.

For: Mark Bergfeld, NEC
Against: Stevie Wise, HE Zone Committee
For: Aaron Kiely, Black Students' Committee
Against: Rachel Wenstone, NEC
For: Sam Browse, Sheffield University
Against: Jeffrey Brown, Trinity Laban University
For: Alan Wargarth, Hertfordshire University
Against: Usman Ali, NEC

Procedural motion (c) to suspend rules 417 for the duration of this motion to allow parts to be taken within a sentence or clause.

Speech for: David Barclay, Oxford University Students' Union
Speech Against: Rob Park, DPC
Vote: FALLS

Call for parts on 301d – CR4 100 delegates wishing to discuss not seen

Summation: Mark Bergfeld, NEC

Procedural Motion; to recount with a recorded count. Chair took this without a vote.

COUNT: 315 for, 346 against.

VOTE: falls

Conference breaks for fringes

Conference re-opens at 19.30

Amendment: 301e
Interrelationship: Add Amendment

Procedural Motion; that the question as specified be NOT put Claire Travers Cardiff University

For: Claire Travers, Cardiff University
Against: Michael Chessum University College London
VOTE: falls

For: Michael Chessum, University College London
Against: Ed Marsh, NEC
Summation: Joanna Pinto, SOAS
Vote: falls

Amendment: 301f
Interrelationship: Add Amendment

For: Aaron Kiely, Black Students' Committee
Against: Thomas Davidson, University of Plymouth
For: Ruby Hirsch, Hackney Community College
Against: Claire Travers, Cardiff University
For: Matthew Yardley – Weston College
Against: Stephanie Lloyd, Swansea Metropolitan

Call for Parts: CR3 "Make central to our campaign the demand for the taxation of the rich and business to fund services" Bob Sutton Liverpool Guild of Students
For; Bob Sutton Liverpool Guild of Students
Against: Claire Travers, University of Cardiff
Parts passed

Summation: Kanja Sesay, NEC

VOTE: FALLS

Amendment No: 301g
Submitted by: NUS LGBT Committee, Westminster
Interrelationship: Add Amendment

Introduction Speech: Hanif Leylabi, LGBT Committee
Speech Against: Charlie Bell, University of Cambridge
Speech For: Sky Yarlett NUS LGBT Committee
Speech Against: Ken Harris, University of Wolverhampton
Summation: Alan Bailey NUS NEC

VOTE: falls

Back to main motion: Passes as amended

Recommendation No: 202
Policy Area: Vocational Education
Submitted by: Further Education Zone Committee

Introduction Speech: Toni Pearce, FE Zone Committee
Open Contributions: Ruby Hirsch Hackney Community College and Craig Thomson, Derby College
Speech Against: None
Summation: Jason Pendleson, Colchester Institute Students' Union

VOTE: passes

National Conference 2011 | Minutes

Recommendation No: 302
Policy Area: Flexible Provision
Submitted by: Higher Education Zone Committee, Liverpool Students' Union and Leicester University Students' Union

Introduction Speech: Stevie Wise, HE Zone Committee
Open Contributions Peter Campbell, Newcastle University
Speech Against: Mark Bergfeld, NEC

Parts: CB 8 "accelerated courses (such as doing three-year Bachelors degree in two years) widen access to higher education"

For Parts Phillip White, Strathclyde
Against Parts Annabel Jones, Birkbeck College Students' Union

Parts pass and move into substantive

Summation: Usman Ali, NEC
VOTE: passes

Recommendation No: 203
Policy Area: Funding
Submitted by: Further Education Zone Committee

Introduction Speech: Further Education Zone Committee

Amendment: 203a
Submitted by: Birkbeck College, Bury College, University of East London, Essex University, Hackney Community College, Harrow College, Goldsmiths College, Kingston University, London Metropolitan University, School of Oriental and African Studies, Sussex University.

Interrelationship: Deletes Substantive CB1, CR1 and CR10 – ADD AMENDMENT

Speech For: Ruby Hirsch, Hackney Community College
Speech Against: Rebecca McDonald, Burton College
Speech For: Edmond Schluessel, Cardiff University
Speech Against: Eugene Kelly, City and Islington College

Call for Parts "To demand the full restoration of EMA and to call on councils to continue paying EMA.

For parts Simon Englert, Sussex University
Against Parts Shane Chowen, NEC
Vote: Parts FALL

Summation: Mark Bergfeld, NEC
VOTE: passes

Speech Against main motion: Free none

Call for parts "That efficiency savings should be made within colleges to reduce the impact of funding cuts upon front-line services."

For parts Aaron Porter, NEC
Against parts Mark Bergfeld, NEC
Vote: Parts PASS and move into substantive

Summation: Shane Chowen, NEC
VOTE: passes

Procedural motion: No confidence in the chair, 100 delegates not seen.

Procedural Motion 30 minute extension to the guillotine.

For Ed Marsh, NEC
Against Yemi Makinde, NEC
VOTE: passes

Procedural motion Motion 308 question as specified be put

For: Nathan Sparling, NUS Disabled Students' Committee
Against: Colin Lang, Wolverhampton University
VOTE – PASSES

Motion No: 308
Policy Area: The reality of cuts for Liberation Students
Submitted by: NUS Women's Committee, NUS Disabled Students' Committee, NUS LGBT Students' Committee
VOTE: passes

Recommendation No: 303
Policy Area: Admissions & Retention
Submitted by: Higher Education Zone Committee, Leeds Union and Kings College London Students' Union

Introduction Speech: Sophie Richardson HE Zone Committee
Open Contributions: Stephen Donnelly, Edinburgh University Students; Association and Marcus Crawley, Leeds University Union

Summation: None
VOTE: passes

Recommendation No: 204
Policy Area: Student Voice
Submitted by: Further Education Zone Committee

Introduction Speech: Toby North, FE Zone Committee
Open Contributions: Michaela Neild WNEC, Sam Garsythfrom York College
Speech Against: None
Summation: None
VOTE: passes

Recommendation No: 304
Policy Area: A 21st century teaching and learning experience
Submitted by: Higher Education Zone

National Conference 2011 | Minutes

Committee, Hull University Union and Kings College London Students' Union

Introduction Speech: Emily Ann Nash, HE Zone Committee

Open Contributions Claire Smith University Wolverhampton, Simon Englert Sussex University

Speech Against: None

Summation: None

VOTE: passes

Recommendation No: 205

Policy Area: HE in FE

Submitted by: Further Education Zone Committee

Introduction Speech: Callum Morton, FE zone committee

Open Contributions: Lee Gavin, University of the Creative Arts and Jawanza Ipyana, Leeds Metropolitan University

Speech Against: None

Summation: None

VOTE: passes

Recommendation No: 305

Policy Area: Defining a quality experience

Submitted by: Higher Education Zone Committee, Postgraduate Committee and University of Brighton Union

Introduction Speech: Kate Little, HE Zone Committee

Amendment: 305a

Submitted by: London School of Economics

Interrelationship: Deletes Substantive CB3 and ADDS text

Speech For: Charlotte Girada, London school of economics

Speech Against: Kate Little, HE Zone Committee

Speech For: James Skuse, University College London

Speech Against: Elliott Jebreel, Leeds University Union

Call for PARTS on CR1 – Not enough delegates seen

Call for parts “Students should be entitled to certain rights in their student experience”. “That referring to and treating students as consumers is disempowering “To refrain from referring to students as consumers, reaffirming Student Rights rather than Consumer Rights”

For: Liam Burns, National Executive Council

Against: None

VOTE: passes

Summation: Hero Austin, London School of Economics

VOTE: passes

Back to the main motion:

Speech Against: None

Summation: None

VOTE: passes

Motion: 206

Policy Area: A real fight in FE

Submitted by: Westminster University

Introduction Speech: Ciaran Sutton, Westminster Kingsway College

Against: Toni Pearce, NEC

Call for parts: CR2, not enough delegates seen

Summation: Paolo Stewart, Westminster Kingsway College

VOTE: falls

Motion: 306

Policy Area: Postgraduate Funding

Submitted by: Leeds University Union

Introduction Speech: Elliot Jebreel, Leeds University Union

Amendment: 306a

Submitted by: University College London

Interrelationship: Add Amendment

Introduction Speech:

Speech Against: Elliott Jebreel, Leeds University Union

Summation: Michael Chessum, University College London

VOTE: passes

Amendment No: 306b

Policy Area: Postgraduate Fees and Funding

Submitted by: Queen Mary's London

Introduction Speech: Sophie Richardson, Queen Mary's London

Speech Against: Alan Borgars, University of Hertfordshire

Summation: Tom Chigbo, Queen Mary's London

VOTE: passes

Back to main motion:

Speech Against: None

Summation: None

VOTE: passes

Statement from DPC regarding behaviour of delegates

Motion: 207

Policy Area: FE Support Guide

Submitted by: Kings College London

Introduction Speech: Ryan Wain, Kings College London

Against: James Woodcock, Manchester University

Summation: Ryan Wain, Kings College London

VOTE: passes

Motion: 208

National Conference 2011 | Minutes

Policy Area: Lifelong Learning in a Global Context
Submitted by: Loughborough

Introduction Speech: Christina Yan Zhang, NEC
Speech Against: Ciaran Sutton, Westminster Kingsway
Summation: Toni Pearce, NEC
VOTE: passes

Motion No: 309
Policy Area: FE, Undergraduate & Postgraduate International Student Fees
Submitted by: NUS International Students' Committee

Introduction Speech: Daniel Stephenson, Warwick University
Speech Against: None
Summation: None

VOTE: passes

Guillotine falls on Education debate 21.50

Procedural motion: That all motions not discussed be referred to the National Executive Council
For: Chris Dingle, Kingston
Against: Andrew Grabe, Glasgow Caledonian
VOTE: passes

Conference floor closed: 21.54

Day Two

All Liberation and Sections adoptions were **accepted**, including International Students with a 2/3 majority

Union Development

The Union Development Zone report was **accepted**

Recommendation No: 501
Policy Area: Creating a generation of change makers
Submitted by: Union Development Zone Committee, Liverpool John Moores
Introduction Speech: Ed Marsh, NEC

Amendment No: 501a
Submitted by: Sussex University, University of East London, London School of Economics, Goldsmiths College University of London, London Metropolitan University, Birkbeck College University of London, Essex University, Bury College, School of Oriental and African Studies, Harrow College
Interrelationship: Add Amendment

Introduction Speech: Ashok Kumar, London School of Economics
Against: Luke Young, NEC
Summation: Jade Baker, Westminster

University
VOTE: falls

Amendment No: 501b
Submitted by: Edinburgh University Students' Association, Kent University Union, Sheffield, Coleg Gwent Students' Union, Hull University Union
Interrelationship: Add Amendment

Introduction Speech: Dannie Grufferty, NEC
Speech Against: None
Summation: None
VOTE: passes

Amendment No: 501c
Submitted by: International Students Committee
Interrelationship: Add Amendment

Introduction Speech: Joseph Akinabe, International Students Committee
Speech Against: None
Summation: None
VOTE: passes

Speech Against: None
Summation: None
VOTE: passes

Recommendation No: 502
Policy Area: The Future of Students' Unions; surviving and thriving
Submitted by: Union Development Zone Committee, Liverpool Students' Union, Leeds University Union

Introduction Speech: Rachel Wenstone, NEC

Amendment No: 502a
Submitted by: NUS National Executive Council
Introduction Speech: Ed Marsh, NEC
Speech Against: None
Summation: None
VOTE: passes

Back to the main motion
Speech Against: None
Call for parts: CR4 – not enough delegates seen

Summation: None
VOTE: passes

Recommendation No: 503
Policy Area: Finding the voices of the unrepresented millions
Submitted by: Union Development Zone Committee
Introduction Speech: Ed Marsh, NEC

Amendment No: 503a
Submitted by: Queen Mary's University of London
Interrelationship: Delete Conference Resolves 1, 2 & 3
Introduction Speech: Tom Chigbo, Queen Mary's

National Conference 2011 | Minutes

University of London

Speech Against: Liam Burns, NEC
Speech For: Nathan Sparling, Edinburgh Napier
Speech Against: Edmund Schluessel, Cardiff University
Summation: Tom Chigbo, Queen Mary's University of London
VOTE: passes

Amendment No: 503b
Submitted by: Liverpool Students' Union
Interrelationship: Deletes Conference Believes 1 to 7 and Conference Resolves 1 to 3 and 6

Amendment withdrawn

Back to main motion:
Speech Against: Simon Englert, Sussex Uni
Summation: Tom Chigbo, Queen Mary University
VOTE: passes

Recommendation No: 504
Policy Area: Student Activities; improving the students experience, improving unions, improving NUS
Submitted by: Union Development Zone Committee, Liverpool John Moore
Introduction Speech: Paddy Stern, NEC
Open Contributions: Emma Kerry, LGBT Committee and Becky Warburton, Nothumbria University
Speech Against: None

Parts: CB8 not enough delegates

Summation: None
VOTE: passes

Motion No: 505
Policy Area: Finance, New Income & Fundraising
Submitted by: Loughborough University
Introduction Speech: Christina Yan Zhang, NEC
Against: Ellie Badcock, SOAS

Call for part: "NUS to lobby the local government to have more favourable policies such as tax reduction to encourage local business to sponsor the campaign and activities of students unions in their area.

For parts: Christina Yan Zhang
Against parts: Bob Sutton, Liverpool University
VOTE: parts move into substantive

Summation: Daniel Stevens, Warwick Uni
VOTE: passes

Elections Announcement Liam Burns elected as National President

Procedural Motion: to refer all Union Development motions not discussed to the NEC
For: Rhiannon Hilcox, Kingston University
Against: Thomas Davidson, Plymouth University
VOTE passes

Welfare Zone

The Welfare zone report was **accepted**

Recommendation No: 601
Policy Area: Shifting the focus
Submitted by: Welfare Zone Committee
Introduction Speech: Pete Woodward, NEC

Amendment No: 601a
Submitted by: Sheffield Hallam University
Interrelationship: Add Amendment

Introduction Speech: Joe Kitchener, Sheffield Hallam University
Speech Against: None
Summation: None
VOTE: passes

Back to the main motion:
Speech Against: None
Summation: None
VOTE: passes

Recommendation No: 602
Policy Area: Getting to the Heart of Student Health
Submitted by: Welfare Zone Committee
Introduction Speech: Steph Johnson, Welfare Zone Committee
Open Contributions: Jamie Woodcock, Manchester University and Ian Patterson, Leeds University
Speech Against: Becky Gardner, Portsmouth Uni
Summation: Steph Johnson, Welfare Zone Committee
VOTE: passes

Statement from Alan Bailey, NEC

Procedural motion: Chair ruling whether summation is summing both sides of the debate
Chair rules that it is to summate the meaning of the motion itself
Procedural motion: That the Chair's ruling be overturned – not enough delegates wish to hear the case

Procedural Motion: Order of conference be suspended to bring forward 608
For: Michael Chessum, UCL
Against: Steven Findlay, DPC
VOTE: falls

Procedural Motion: No confidence in the chair – not enough delegates wish to hear the case

The Nations Adoptions are **accepted**, including Wales and Scotland with a 2/3 majority vote

Recommendation No: 603
Policy Area: Help! We can't afford our education! Protecting students' financial support in a time of cuts, cuts, cuts
Submitted by: Welfare Zone Committee
Introduction Speech: Pete Mercer, NEC

National Conference 2011 | Minutes

Amendment No: 603a

Submitted by: Kings College London,
London School of Economics
Interrelationship: Add Amendment
Introduction Speech: Eden Dwek, London School of Economics
Against: Michael Wilson, Petroc College
Summation: Matt Williamson, Kings College London
VOTE: passes

Back to the main motion:

Speech Against: None
Summation: None
VOTE: passes

Recommendation No: 604

Policy Area: Championing the diversity of our movement

Submitted by: Welfare Zone Committee,
Kings College London,
University of Manchester,
Portsmouth, UEL,
Goldsmiths, Hackney CC,
LSE, Essex Uni, London Met,
SOAS, Sheffield Uni,
Black Students Committee

Introduction Speech: Phi James, NEC

Amendment No: 604a

Submitted by: UEL, Goldsmiths, Hackney Community College, London School of Economics, Essex University, London Met, SOAS, Black Students Committee, Sheffield University, Westminster University
Interrelationship: Add Amendment

Introduction Speech: Mark Bergfeld, NEC
Speech Against: Ashley Lovell, Wallsall College
Speech for: Varinder Singh, University of Hertfordshire
Speech against: Ben Robertson, Durham University

Call for Parts "Work with UAF and the NUS Liberation Campaigns to mob liaise students to defend the Muslim community under siege to confront the EDL and other racist, far right groups and drive them off our streets."

For: Will Vincent, Birmingham City University
Against: Ciaran Ford, Aberystwyth University
VOTE: parts move to substantive

Parts: Unite Against Fascism has led the way in working with local campaigns, faith groups, MPs, politicians and community leaders to organise peaceful, pro-multicultural mobilisations to counter the EDL's protests. "Renew our commitment to challenging racism and fascism and re-affiliate to Unite Against Fascism. "To organise an Anti Fascist speaking tour alongside UAF"

For: Will Sutton, Liverpool University
Against: Kanja Sesay, NEC

VOTE: parts deleted

Summation: Aaron Kiely, Black Students Committee
VOTE: passes

Procedural motion: To suspend the standing orders to hear statement.

VOTE: passes
Statement: Nathan Sparling, NUS Disabled Students' Committee

Amendment No: 604b

Submitted by: Portsmouth University,
Manchester University
Interrelationship: Add Amendment
Introduction Speech: Dannie Grufferty, NEC
Speech Against: Emma Wilson, Wallsall College

Parts: "In a recent report by UUK, the advice to allow extremist speech and speakers on our campuses should be challenged in regards to concerns over safety over some students when these events might take place.. "Only by building local relationships, empowering communities to provide a more positive alternative to the politics of despair and giving confidence to those who dislike racism can we defeat fascism. As a student movement we have succeeding in challenge the myths and lies put out by extremists, but we can not be complacent." "To ensure campuses are free for the exchange of ideas and combat any form of extremism."

For: Izzy John, Warwick University
Against: Rennie Adelodge, University of Central Lancashire
VOTE: passes and parts move to substantive

Summation: Aakash Naik, NEC
VOTE: passes

Back to the main motion:

Speech against: None
Summation: None
VOTE: passes

Elections Announcement **Toni Pearce elected**
VP Further Education
VP Higher Education **Usman Ali elected**
Ed Marsh, VP Union

Development

Recommendation No: 605
Policy Area: Looking out for our students
Submitted by: Welfare Zone Committee
Introduction Speech: Steph Johnson, Welfare Zone Committee

Amendment No: 605a
Submitted by: Kent University, Surrey University
Interrelationship: Add Amendment
Introduction Speech: Lauren Crowley, Kent University
Speech Against: Lewisham College
Summation: Sam Kennedy, Kent University
VOTE: passes

National Conference 2011 | Minutes

Amendment No: 605b

Submitted by: Kingston University
Interrelationship: Add Amendment
Introduction Speech: Chris Ingle, Kingston University
Speech Against: Ken Hainsley, Wolverhampton University
Summation: None
VOTE: passes

Back to the main motion:

Speech Against: None
Summation: None
VOTE: passes

Motion No: 606
Title: Protecting internationalisation in our education system, fighting visa changes
Submitted by: National Executive Council
Introduction Speech: Christina Yan Zhang, NEC
Speech Against: Bob Sutton, Liverpool University
Summation: Charlotte Gerada, London School of Economics
VOTE: passes

Motion No: 607
Title: Students with dependents
Submitted by: Huddersfield University
Introduction Speech: Rebecca Hurst, Huddersfield University

Parts CR1; 100 delegates not seen
Summation: Liam Preston, NEC
VOTE: passes

Motion No: 608
Title: Defend the welfare state
Submitted by: University of East London, Goldsmiths, LSE, Essex University, Harrow College, London Metropolitan University, School of Oriental and African Studies

Introduction Speech: Simon Englert, Sussex University
Speech Against: Chris Jones, British School Osteopathy

Parts "To support calls for a general strike"
For: Alexandra Pett, York Uni
Against: Thomas Graham, NEC
VOTE: parts removed

Summation: Sean Rillo-Raczka, NEC
VOTE: passes

Procedural motion to refer all Welfare Zone Motions not discussed to the NEC

For: John Peart, NEC
Against: Alan Borgase, Hertfordshire University
VOTE: passes

Society and Citizenship

The Society and Citizenship report was **accepted**

Recommendation No: 401
Policy Area: Protecting the student voice
Submitted by: Society and Citizenship Zone Committee
Introduction Speech: Nes Cazimoglu, Reading University

Amendment No: 401a
Policy Area: Strengthening the student voice
Submitted by: Edinburgh University Students' Association
Interrelationship: Add Amendment
Introduction Speech: Liz Rawlings, Edinburgh University Students' Association
Against: None
Summation: None
VOTE: passes

Back to main motion:
Speech Against: Edmund Schluessel, Cardiff University
Summation: Liz Rawlings, Edinburgh University Students' Association
VOTE: passes

Recommendation No: 402
Policy Area: Drugs Patents
Submitted by: Society and Citizenship Zone Committee
Introduction Speech: Liz Rawlings, Edinburgh University Students' Association
Against: None
Summation: None
VOTE: passes

Recommendation No: 403
Policy Area: Education for All
Submitted by: Society and Citizenship Zone Committee, Hull University Union
Introduction Speech: Aakash Naik, NEC
Against: Alton College
Summation: Susan Nash, NEC
VOTE: passes

Recommendation No: 404
Policy Area: Toxic fuels and ethical investment
Submitted by: Society and Citizenship Zone Committee, University of Manchester
Introduction Speech: Amanda Walters, University of Manchester
Against: Ben Sanford, Birmingham City University
Summation: Mark Bergfeld, NEC
VOTE: passes

Procedural motion to refer all Society & Citizenship Zone Motions not discussed to the NEC

For: Natalie Tremlett, Reading University
Against: Emma Kerry, Manchester University
VOTE: passes

Elections for Vice-presidents Welfare and Society and Citizenship

Day Three

National Conference 2011 | Minutes

The National Executive Council report was **accepted** including the Strategic themes

Motion of Censure of Mark Bergfeld

For: Conor O'Brien, Grantham College
Against: Mark Bergfeld, NEC
For: Christopher Nash, Bouremouth University
Against: Aaron Porter, NEC
VOTE: falls

Elections for Democratic Procedures committee, Trustee Board and NEC (Block of 15)

AGM

Procedural motion to suspend agenda for a statement on accessibility
Statement from Taz Brooks, NUS Disabled Students' Committee

Procedural motion to suspend agenda for a statement on scheduling of conference – not 100 delegates

Statement from Aaron Porter on Staff Protocol
Statement from Ben Whittaker on Accessibility
Statement from Estelle Hart on Safe Space Policy

The Trustee Board report was **accepted** including the proposal for affiliation fees and the Accounts and Estimates

The Nominations Committee report was **accepted** including the reappointment of Dame Karlene Davis

The Chief Returning Officers report was **accepted**

The DPC Report was **accepted** including the delegate entitlement proposal

Objections to Policy Lapse

506a Aaron Keily, Black Students' Committee - policy does not lapse
601 Alan Bailey, NEC – policy does not lapse
701 Sean Rillo Razcka, NEC – policy does not lapse
702 Olivia Bailey, NEC – policy does not lapse
702a Kanja Sesay, NEC – policy does not lapse
708 Kanja Sesay, NEC – policy does not lapse
708a Mark Bergfeld, NEC
Thomas Vine Bristol University speaks for the lapse – policy does not lapse
709 Mark Bergfeld, NEC – policy does not lapse
803 Hanif Leylabi, LGBT Committee – policy does not lapse

AGM Motions

Motion No: 701
Title: Incorporation of NUS
Submitted by: Democratic Procedures Committee
Introduction Speech: Ed Marsh, NEC
Speech Against: Simon Engler, Sussex Uni
In favour: Ricki Chotai, Salford Uni
Against: Sean Rillo Razcka, NEC
Summation: Liam Burns, NEC
VOTE: passes with 2/3 majority

Procedural motion to suspend standing orders to

make a statement re priority ballot – 100 delegates not seen

Motion No: 702
Title: Keeping NUS Elections for Students
Submitted by: DPC, Sheffield Hallam University, Birkbeck College Students' Union
Introduction Speech: Aaron Porter, NEC

Amendment No: 702a
Submitted by: NUS Black Students' Committee
Interrelationship: Deletes Main Motion
Introduction Speech: Olivia Bailey, NEC
Speech Against: Joy Elliot, NEC
Speech For: Emma Kerry, University of Manchester
Speech Against: Ricki Chotai, University of Salford
Summation: Kanja Sesay, NEC
VOTE: falls

Back to the main motion

Speech Against: Vicki Baars, NEC
Summation: Ed Marsh, NEC
VOTE: passes without 2/3 majority

Motion No: 703
Title: One Member One Vote
Submitted by: University College London, Sheffield University
Introduction Speech: Michael Chessum, University College London University

Amendment No: 703a
Submitted by: University College London
Action: Add Amendment
Introduction Speech: James Scuse, University College London
Speech Against: Mark Bergfeld, NEC
Summation: James Scuse, University College London
VOTE: falls

Main Motion:
Against: Alan Bailey, NEC
Speech For: Joe Oliver, Sheffield University
Speech Against: James Huelin, Bath University
Summation: Luke Durrigan, University College London
VOTE: falls

Motion No: 709
Title: Students as Students
Submitted by: Huddersfield University
Introduction Speech: Thomas Vine, Bristol Uni
Speech Against: Sam Browse, Sheffield Uni
Summation: None
VOTE: falls

Motion No: 704
Title: FE Representation
Submitted by: City College Norwich

Introduction Speech: Tom Grant, City College Norwich
Speech Against: None
Summation: None

National Conference 2011 | Minutes

VOTE: passes

Motion No: 707
Title: Presidential Appointments and Democracy
Submitted by: Birkbeck College University of London
Introduction Speech: Vicki Baars, NEC
Speech Against: Aaron Porter, NEC
Summation: Sean Rillo Raczka, NEC
VOTE: falls

Motion No: 712
Title: Putting FE Into NUS Democracy
Submitted by: Coleg Gwent SU
Introduction Speech: Mary Prescott, Coleg Gwent SU
Speech Against: None
Summation: None
VOTE: passes

Motion No: 705
Title: NEC on the stage
Submitted by: Manchester University
Introduction Speech: Sky Yarlett, LGBT Committee
Speech Against: Craig Henthorne, University of Central Lancashire

Parts to remove CR 2,3
Proposed Ed Marsh, NEC
Against: Emma Kerry, LGBT Committee
VOTE: parts move to the substantive

Summation: Emma Kerry, LGBT Committee
VOTE: passes

Guillotine Falls
Aaron Porter closes National Conference 2011

Further Education

Teaching & Learning for the 21st Century

Conference believes:

1. That the 2009 NUS policy on Teaching & Learning still serves as a strong foundation for this area of campaigning work.
2. That in addition to the 2009 NUS policy on Teaching & Learning there are additional areas upon which NUS should focus its work.
3. That in order to improve the learning experience for further education students and apprentices, teachers should gain insight into the realities of student life through their CPD (continuing professional development) programmes.
4. Whilst we are experiencing stronger Class Reps systems in many colleges, owing in part to the NUS National Class Representatives project being piloted in English colleges, SPARQS in NUS Scotland and the new FE Project in NUS Wales.
5. Some College-led approaches to student engagement include training and using "student observers" to monitor and grade lessons.
6. Lesson observations create artificial learning environments and give an inaccurate measure of student experience and quality
7. Class Reps remain under-utilised in the design and delivery of teaching and learning and are a much more effective mechanism of student engagement in quality improvement than student observers
8. Many students remain frustrated that technology is not integrated into the delivery of lessons.
9. That the educational experience can be vastly improved by hearing different voices within the classroom, such as industry experts, academics, inspirational figures and external tutors.
10. That students' experiences of Virtual Learning Environments (VLE) vary hugely, even within individual providers, and that many students would like to see more interfacing between VLE and Facebook to allow social networking as a learning aid.
11. Students are entitled to top quality learning resources and facilities including cutting edge developments in vocational areas
12. There will be a steady increase in the number of merged colleges over the coming years as cuts are made and services are rationalised.
13. Students have very little opportunity to be involved in curriculum design.
14. Functional Skills provision, including in apprenticeships, is a prime example of where student input in curriculum design will drive up quality and drive down duplication of learning
15. Colleges should be more responsive to students' existing skills and knowledge when enrolling them on Functional Skills courses at level 1, 2 or 3.

Conference resolves:

1. That NUS should work with the Institute for Learning (IfL) to allow student input into the design of teachers' Continuing Professional Development, allowing students to offer their perspectives on student life and the use of technology in teaching and learning
2. That NUS should produce a Teaching & Learning Charter for colleges, setting out ways to involve students in the development and delivery of

- teaching & learning, how to use VLEs in teaching & learning, and encouraging colleges to use external tutors and other experts in the classroom
3. To oppose the use of student observers and encourage proper utilisation of student feedback and trained and supported class reps.
4. Work with providers to encourage the utilisation of social networking in the teaching and learning process.
5. Seek support for a cross-sector approach for technology in learning and investigate the situation internationally
6. Work with VLE providers such as Moodle and Blackboard to engage with NUS and Students' Unions in improving the user experience
7. The Further Education Zone should instigate links between NUS, OfQUAL and the Sector Skills Councils to improve student engagement in developing qualifications and deciding on curriculum
8. For the Further Education Zone to carry out a survey on students' experiences with Functional Skills provision and report to the sector with recommendations for improvement

Vocational Education

Conference believes:

1. Evidence suggests that students who pursue a mixture of academic and vocational subjects at levels 2 and 3 achieve higher rates of pay when they enter employment than their academic counterparts.
2. The government's plans to create University Technical Colleges pose a threat to mixed academic/vocational education routes. UTCs will effectively segregate vocational from academic provision, creating a two-tier education system.
3. That all education should include an aspect of 'applied learning', even within traditionally academic disciplines, to improve employability and practical skills
4. That the complex system of vocational qualifications on offer serves as a source of confusion to potential learners, and potentially employers as well.
5. That vocational education is not presented with equal esteem and credibility as academic education by information, advice and guidance services within schools.
6. That a distinction should be drawn between "higher education" and "going to university" to promote alternative HE routes, for example, through Work Based Learning.
7. "Licenses to Practice" already exist in some sectors (CORGI for Gas Engineers for example) and the Government want to professionalise more skilled areas by introducing more.
8. The introduction of the Qualifications and Credit Framework makes accessing and moving through vocational education more fluid; this new system could cause problems accessing HE.

Conference resolves:

1. To lobby the government to allow NUS to influence the development of the new All-Age Careers service -this comes into place in April 2012.
2. To lobby for a strong web presence for the new careers service, with links to the BTEC Alumni project.
3. To support the Government's plans to improve the aesthetics of practical learning and achievement but with an emphasis that students studying in different

skill areas should be treated equally

4. To urge the government to provide a tool which will enable careers advisors and information, advice and guidance professionals to map professional and vocational qualifications onto academic qualifications.
5. To use the recommendations of the Wolf Review of 14-19 Vocational Education to create a campaign strategy to oppose the segregation of academic and vocational education.
6. To lobby the government to incentivise higher-level apprenticeships to encourage uptake of students and employers.
7. To engage with the government and call for student engagement through sector skills councils when developing licenses to practice and professional standards.
8. The Further Education Zone should call for an immediate review of the UCAS tariff to include the introduction of the Qualifications and Credit Framework

Funding

Conference believes:

1. That efficiency savings should be made within colleges to reduce the impact of funding cuts upon front-line services.
2. That colleges need to develop robust and fair criteria for the administration of Discretionary Learner Support.
3. That students are often unaware of the individual learner support available to them.
4. Funding for 19+ Education is being cut by 25% over four years according to the Government's Skills Strategy
5. That students or potential students aged over 25 are unlikely to be able to afford to 'co-fund' their first level 2 qualification.
6. Changes to ESOL funding removes access to free training for those not from 'settled communities' and those on certain benefits.
7. That a reduction in enrichment funding for the 16-19 age group will be to the detriment of students' unions, and extra-curricular and pastoral activities.
8. That the funding of Academies by the private sector is detrimental both to local communities and to the educational experience of school pupils.
9. Cuts to further education and the scrapping of EMA are unjust and unnecessary. NUS must oppose cuts, not try to manage them.
10. Students in further education have been at the forefront of protests against tuition fees and education cuts.

Conference resolves:

1. To work with the AoC and other provider representative groups to form examples of best practice for merging/merged colleges and super colleges, advocating shared services and the merging of 'back office functions'
2. To create resources for students' unions to allow them to demonstrate students' financial and resource needs, in order to influence college decision-making on funding priorities
3. To lobby the Skills Funding Agency and Education Funding Agency for a place upon their respective advisory boards.
4. To oppose changes in adult education funding which further marginalises those on 'inactive

benefits' and the unemployed

5. To campaign for a universal offer for access to basic ESOL, regardless of whether you live in a settled or unsettled community
6. To lobby the Skills Funding Agency and Education Funding Agency to more effectively promote the sources of individual learner support available, and to work with relevant third sector agencies and IAG services to do likewise.
7. To create a guide which informs students and students' unions what they are entitled to and how to access funding for courses and student support.
8. To lobby BIS to make student loans available for level 2 students aged over 25.
9. To collect evidence on the ways in which public sector cuts (changes to welfare benefits, for example) effect students across the board, to create an overall picture of how the cuts affect our members.
10. To work with the Welfare Zone to create a 'Blueprint' for FE funding, setting out a vision for funding priorities within schools and FE & Skills, as well as a new model for individual learner support.
11. To speak out against all funding cuts.
12. To work with education unions and anti-cuts campaigning organisations to build, coordinate and support a range of actions including protests, strikes, walkouts and occupations against the cuts

Student Voice

Conference believes:

1. Whilst Class Reps systems are becoming better developed, Class Reps need to be held to account by their electorate.
2. Class Reps elections are often held too early in the college year, when classmates are often unacquainted.
3. That all student engagement mechanisms, including Class Rep structures, should be supported by the institution but take the lead from elected student leaders
4. Full time class reps should be elected by the end of the first half term
5. Part time class reps should be elected within the first six weeks of the course
6. Better class rep mechanisms are needed for short course students
7. That both the Learner Views Survey and institutional complaints procedure should be referenced within each provider's Learner Involvement Strategy.
8. That the Learner Views Survey should be compulsory within Sixth Form Colleges and School Sixth Forms.
9. That the NUS Model Learner Involvement Strategy should be accompanied by a Learner Involvement Impact report, with 'you said, we did' framework.
10. Many FE Colleges oversee student voice through the Student Services Department
11. This has meant that teaching and learning issues often do not get prioritised next to enrichment

Conference Resolves:

1. That NUS should develop Class Reps election packs for tutors, advising them on how to facilitate elections and support class reps throughout the year
2. That NUS should review and redevelop the Dewey Weber Model Learner Engagement Policy to reflect developments in learner involvement in the years

National Conference 2011 | Resolutions

- since its creation
3. To lobby the Department for Education to make the Learner Views Survey compulsory in schools and Sixth Form Colleges
 4. To ensure that NUS has input into any review of the Framework for Excellence programme
 5. Request that the Skills Funding Agency hold a review of the Learner Views Survey, led by NUS, to improve the system and bring back Sixth Forms
 6. To work with the sector to create a stronger relationship between Learner Involvement Strategies and the institutions' Quality Department.

HE in FE

Conference believes:

1. 11% of all Higher Education provision now takes place in a Further Education Provider.
2. Evidence suggests that many HE in FE students choose to study within a FE environment for very specific reasons, such as being able to study at a local college and therefore not move away from home, and for a more personalised learning experience
3. HE students within FE colleges should nevertheless remain entitled to a student experience equivalent to that of their counterparts studying within universities
4. HE students within FE colleges often do not receive an adequate induction programme, or good quality information about the services and resources on offer at the HEI accrediting their course
5. As a sub-sector, HE in FE still suffers from a poor reputation within society in comparison to mainstream HE
6. According to the National Student Survey, HE in FE students are, on average, 7% less satisfied than HE students in a University
7. FE students' unions remain confused as to how to support and represent HE in FE students
8. Future HE students are often unaware of the benefits of studying a HE course within a college
9. Students should not face 'academic disadvantage' through studying in an FE institution because of sub standard learning facilities
10. That there are issues affecting HE in FE which cross all Zones within NUS and that greater attention needs to be paid to the unique issues facing HE in FE students

Conference resolves:

1. That NUS FE officer training ('FE Leadership') should include a session on HE sector policy, to help FE officers to understand how to support HE students
2. That NUS should survey HE in FE students about their likely destinations in order that better HE in FE destinations data can be provided to potential students
3. To provide materials for students' unions to lobby their colleges for better induction for HE in FE students
4. To campaign against HE institutions withdrawing from collaborations with FE providers in order to deliver that provision themselves
5. To lobby HEFCE to fund colleges directly for HE courses
6. To create a high profile campaign with the Higher Education Zone including a digest of how HE funding changes will affect HE in FE provision specifically
7. To create a national campaign with the Higher

- Education Zone to tackle student dissatisfaction for HE in FE students, particularly around access to high quality learning resources
8. Work with the HE, Union Development, Welfare and Society and Citizenship Zones to improve NUS' relationship with HE in FE students

FE Support Guide

Conference believes:

1. That the removal of the EMA and higher tuition fees coming into place in 2012 may put off many students from entering higher education
2. That this may also lead to confusion over the options available to further education students
3. That many students who will be dissuaded by the cost of education but want to go to university would go if they knew the facts
4. That students need to be made aware of what bursaries and grants are available at universities
5. That a guide detailing the options available to FE students, produced by the NUS and promoted in FE colleges could alleviate much of this confusion

Conference resolves:

1. That a guide will be created explaining how the cost of higher education tuition will be paid back
2. That this guide will also explain the maintenance loan and grant system and will also mention London weighting
3. That this guide will also include information about what bursaries and grants are available at different higher education institutions
4. That this guide could hold higher education institutions to account on widening access
5. That this guide will be readily available for A Level and other types of FE students

Lifelong Learning in a Global Context

Conference believes:

1. The European Commission's Lifelong Learning Programme enables people at all stages of their lives to take part in stimulating learning experiences, as well as helping to develop the education and training sector across Europe.
2. With a budget of nearly €7 billion for 2007 to 2013, the programme funds a range of actions including exchanges, study visits and networking activities. Projects are intended not only for individual students and learners, but also for teachers, trainers and all others involved in education and training.
3. As part of the Lifelong Learning Programme, the Leonardo da Vinci Programme funds practical projects in the field of vocational education and training. Initiatives range from those giving individuals work-related training abroad to large-scale co-operation efforts.
4. As part of the Lifelong Learning Programme, the Grundtvig programme focuses on the teaching and study needs of learners taking adult education and 'alternative' education courses, as well as the organisations delivering these services. It aims to help develop the adult education sector, as well as enable more people to undertake learning experiences, notably in other European countries.
5. Every year, these 2 prestigious programmes allow UK Further Education to bid for millions of pounds worth funding from the European Commission to promote vocational education and adult education in

a European context.

6. However, these funding opportunities are rarely known in FE students unions.

Conference resolves:

1. Mandate NUS VP FE to work closely with NUS International Students Officer to produce briefings to promote funding opportunities from the European Commission on the Lifelong Learning Project, including the Leonardo da Vinci Programme, and the Grundtvig programme to all students unions 2 months before deadlines
2. Lobby FE students unions to work closely with their colleges leaders to discuss bid to both funding project to enhance the global experience of students who are involved in vocational training or adult education in the UK.

Higher Education

Education Funding

Conference believes

1. Both houses of parliament have now approved a £9,000 limit on Higher Education Undergraduate Tuition Fees.
2. This happened despite an unprecedented mass campaign from NUS that has united students, lecturers and the general public and the largest student demonstration in a generation.
3. The Government is proposing to scrap the EMA and implement savage cuts to HE and FE budgets
4. That education funding should remain the priority campaign for NUS.
5. That students' unions and NUS must be flexible in its campaigning to deal with the changing policy environment.
6. That there has been disproportionate cuts to HE teaching budgets by 80% as well as a large cut in postgraduate teaching funding
7. That 16-18 teaching funding has been protected, but with a unit cost reduction to fund the raising of the participation age – this is a real terms cut.
8. Changes are not restricted to England, there have also been increases in tuition fees in Wales and Northern Ireland proposed.
9. The changes to education funding have been done alongside the abolition of AimHigher and EMA in England.
10. NUS has adopted a sophisticated strategy to date as part of the HE funding campaign including a fully costed alternative, national lobbying, encouraging and leading direct action and have forged strong partnerships with the University and Colleges Union and broader Trade Union movement
11. Moving forward, NUS must continue to adopt a range of campaigning tactics and continue to lead public debate on education funding
12. To continue to support Students' Unions' on campus anti-cuts campaigns through a national roll out of activist training.
13. The new funding regime will see students becoming more demanding than ever before and information for prospective students will be increasingly important
14. Although the Browne Review and Skills Strategy propose a radical overhaul in information advice and guidance, the Government have been slow and indecisive in taking action and have proposed to

shut down Connexions services

15. The Coalition's response to the Browne Review, the CSR and the Government's Skills Strategy all allow for a greater proportion of the cost of education on to the individual.
16. Too much emphasis is placed on progression to University, rather than Higher Education as a whole.
17. Teaching grants for arts and humanities subjects will be cut entirely.
18. University chose should be based on passion, and cost should not be a factor.
19. Charging market-rates of interest on tuition-fee loans is an unethical way to clear debt.
20. This exacerbates debt levels and decrease accessibility of university.
21. The new proposals will lead to the creation of a two-tiered system in HE.
22. It is difficult for students' unions to locally create policy positions on cuts because of a lack of information; Universities have no obligation to share information about why they're making cuts.
23. Many Universities are heavily reliant on funding from other public agencies, such as the National Health Service and the Training and Development Agency for Schools, which is also being savagely cut.
24. That the NUS should continue to campaign proactively and innovatively on education cuts and support Students' unions in doing so.
25. That the government promised at the time of raising the fee cap, that fees would rise to £9,000 only in exceptional circumstances and that the NUS must hold the government to account on this promise through national campaigns if necessary.
26. The NUS should monitor the development of the White Paper closely and hold the government to account on their promises at the time of lifting the fee cap.
27. That there will come a time, probably after the next election when the government will look at lifting the cap further. The NUS must be ready to lead resistance to this and support Students' unions in doing so.
28. It is likely that some institutions will close as a result of the new funding structures for HE and FE or face major restructuring which will lead to a big reduction in their offer. The NUS must lead resistance to this and support Students' unions in doing so.
29. The NUS should be more prepared to take a lead on organising demonstrations to avoid fringe groups being the focal point to the detriment of media representation of student protests.
30. The NUS should be careful not to undermine the work of Students' unions by adopting radical policy positions which individual Students' unions are unable to adopt, thus making them look weak in the eyes of some students.
31. That we must redefine the language of education and education funding in order to build a funding campaign for the entire further and higher education sector.
32. By "tuition fees", we refer to sticker price for a course and by "graduate" we refer to anyone who completes a qualification. By "education" we refer to further and higher education.
33. NUSUK retains a fundamental opposition to tuition fees of any form.
34. State funding of education benefits society, the individual, the economy and business.
35. Access to education should be based on ability and aspiration, not finance or ability to pay

National Conference 2011 | Resolutions

36. Funding for 19+ FE faces a cut of 12% per year for the next 4 years
37. HE institutions in Scotland are also increasingly lobbying for a graduate contribution to be reintroduced
38. The changes to education funding have been done alongside the abolition of AimHigher and EMA in England.
39. The increase in the rate of interest on student loans will force many Muslim students out of education
40. Cuts disproportionately affect students from liberation backgrounds
41. A market will lead to many students choosing a course based on price, rather than choosing the right qualification based on aspirations and quality
42. The market in tuition fees is likely to be determined by history and prestige in HE, and determined by local competition in FE

Conference Resolves

1. NUS to provide a range of resources, training and support for all students unions to enable them to have the skills and knowledge to make effective and purposeful contributions to the funding and resource allocations within their institutions.
2. To create a range of campaigning actions that capture the activism created following the 2010 National Demo.
3. To support all unions by working to create national expectations about how Universities are open and accessible in consultation and transparent in considering how they implement cuts, by making all information regarding finances and quality of courses available to students and their unions in advance of decisions.
4. To provide support for unions with large numbers of members on Health and Education programmes, by creating resources and training to help representatives engage in policy discussions and campaigns for non-HEFCE funded provision
5. To demand and lobby for continued funding for arts and humanities.
6. To continue advocating an alternative to the current funding model.
7. For the NUS President and VP HE to lobby the government to remove interest rates, and mandate them to explore alternative 'interest-free' models.
8. To campaign for the restoration of EMA and Aimhigher, or adequate replacements.
9. Produce a guide for student officers on scrutinising access agreements drawn up by universities seeking to charge above the minimum cap.
10. To demand that the Government's forthcoming White Paper on the future of the HE sector outlines what more students can expect from their respective HEIs should their institutions seek to charge higher fees.
11. To work with education unions and anti-cuts campaigning organisations to build, coordinate and support a range of actions including protests, strikes, walkouts and occupations against the cuts.
12. To continue to campaign proactively and innovatively against education cuts in a way which is coherent, does not undermine students unions, and seeks to ensure that demonstrations engage all students and do not become dominated by fringe groups due to lack of leadership from the NUS.
13. To hold the government to account on the whitepaper, widening access and the promise to only allow fees to reach £9,000 only in exceptional

circumstances, actively and vocally.

14. To lead the opposition to any move to go beyond a £9,000 cap.
15. To lead the opposition to any closures or similarly regressive developments of HE or FE institutions.
16. To create an NUS Funding Campaign, opposing all forms of tuition fees, marketisation and cuts to both further and higher education sectors
17. The Campaign will make the case for public investment in education, emphasising education as a social good
18. To create a new 4 year strategy to deliver the stated aims and fully incorporating the broader context of the updated campaign priorities
19. To include improved information, advise and guidance on the breath of educational opportunities post 16 as a key strand of the funding campaign.
20. In all instances, this must include contact time, on course costs, student satisfaction, assessment methods, curriculum content and graduate employability
21. To campaign for improved universal student rights including access to an independent complaints body, involvement in decision making, mobility across institutions and access to representation.
22. Make central to our campaign the demand for taxation of the rich and business to fund services

Flexible Provision

Conference believes:

1. Flexible provision has the potential to widen access to higher education and to provide a 21st century higher education experience.
2. Flexible provision ensures that people can undertake a lifelong learning experience, from undergraduate to postgraduate level, in a way that best suits their needs and lifestyle.
3. There is already significant experience throughout the higher education sector in delivering flexible provision.
4. There is likely to be an increase in flexible provision provided by private providers in the post-Browne higher education sector.
5. Employers understand how flexible provision, such as Continued Professional Development (CPD) courses, can best support the needs of the economy and should be involved in the curriculum design of flexible provision.
6. Flexible provision presents a number of challenges to the student movement in ensuring adequate representation for all students if they are not full-time or campus based.
7. It is essential that work-based learners are afforded the opportunity for representation not only as a worker but also as a student.
8. Accelerated courses (such as doing a three-year Bachelors degree in two years) widen access to higher education.
9. Transnational education can ensure students have a truly global student experience. Opportunities afforded by international collaborative arrangements, such as campuses abroad ensure that UK students gain this.
10. Foundation degree programmes are essential for a number of students in accessing higher education.

99,475 students enrolled on foundation degree programmes in 2009-10. Little work has previously been done in this area by NUS in examining how best to support these students and students' unions engaging with them.

11. There should be more readily available information, such as satisfaction data on the experience of those undertaking flexible provision.
12. Entry into education is a concern for students on flexible provision who are beginning their courses after some time working, and successful induction into higher education should be a priority concern for Universities and students' unions
13. It is not yet understood how Universities will ensure high quality education so that students and employers can be confident in the end value of a condensed course, or how employers consider condensed courses against traditional three year honours degrees.
14. NUS Provides no direct representation for distance learner
15. Distance learning is distinctly different from part-time study
16. The provision for distance learning courses is rapidly expanding within the Higher Education sector
17. Distance learners do not receive the same level of support from institutions that campus based or part-time students receive.
18. Distance learners deserve to be provided with the same levels of support and representation as other student groups get.
19. In a post-Browne era academy where distance learning is likely to increase further; that the NUS need to provide decent and sufficient provision for this demographic of students.

Conference resolves:

1. To support the investment in and expansion of flexible provision in the higher education sector.
2. To lobby for increased affordable flexible provision as one route to widening access to higher education.
3. To conduct research into learning and teaching experience of students enrolled in flexible provision working closely with experienced providers such as the Open University to promote best practice in supporting distance learners.
4. To lobby to ensure that there are stringent conditions on those in the private sector delivering flexible provision.
5. To encourage increased work in the higher education sector with employers in establishing the needs of the economy and how flexible provision can best support this.
6. To look at best practice models of engaging students within flexible provision working alongside the Union Development Zone.
7. To work with trade unions to improve awareness of students' union membership to learners enrolled in work based learning.
8. To conduct student experience research into the expectations and satisfaction of those students undertaking accelerated degrees to better understand the impact of condensing courses.
9. To encourage the increase of international collaborative arrangements and provision to ensure students have the opportunity to study abroad throughout their lifelong learning journey.
10. To research and explore representation of students studying on campuses abroad accredited or run by

UK institutions and to support students' unions work to engage with students in overseas campuses.

11. Through NUS student engagement work to support students' unions in increasing their engagement of foundation degree learners.
12. To lobby for the introduction of national satisfaction surveys for all learners in flexible provision at all levels of study.
13. 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
14. To conduct research into the learning support, induction and retention of students undertaking accelerated degrees, especially those entering education after a break, to better understand the impact of condensing courses
15. To mandate the Higher Education Zone to provide methods of substantial support for distance learners.

Admissions & Retention

Conference believes:

1. Taking into consideration contextual data as well as just prior attainment can ensure that an individuals true potential for performance in higher education is considered.
2. Students should be able to bypass the Universities and College Admissions System (UCAS) to gain access to institutions if there are from widening access backgrounds.
3. Access agreements placed on institutions in the light of changes to funding must be increasingly strict.
4. Information, advice and guidance to higher education remain inadequate for the majority of those looking to enter higher education.
5. Information, advice and guidance on further and higher education should begin from primary education level.
6. Aimhigher has been an incredibly successful organisation in ensuring young people from non-traditional backgrounds receive the information, advice and guidance needed to access higher education.
7. Aimhigher's work regionally has ensured that schools, colleges and universities work closely together in a coordinated way on widening access issues.
8. Aimhigher has played a key role in admissions and retention over the last six years.
9. There are still significant retention issues for those from non-traditional backgrounds in higher education. We must ensure these students are supported throughout their learning experience.
10. With significant changes to the funding of higher education we must ensure there is equal access to information on bursaries and increased efforts to raise awareness of these to young people from non-traditional backgrounds.
11. Students' unions play a key role in widening access, either through work within their institutions or work within the community.
12. Widening access should not only be embedded in institutions but students' unions too
13. In the 2008 report, 'Ethnicity, Gender and Degree Attainment Project: Final Report', the Equality Challenge Unit found that 'even after controlling for the majority of contributory factors, being from a

minority ethnic group (except the Other Black, Mixed and Other groups) was still found to have a statistically significant and negative effect on degree attainment.

14. NUS Black Students Campaign found that 60% of white students attained a first or 2:1, whereas only 44% of their black peers attained the same.
15. The ECU report also found that females are 'more likely to obtain higher degree classification than males, except where it comes to attaining a first.'
16. Everyone should have access to the same opportunities do well, go to, and feel part of the University community, whatever their creed, race, gender, background or identity.
17. University should be for all and it is only where issues of, not only access to University, but access to the opportunity to do well in University are dealt with properly that this aim is possible.
18. In order to make the necessary changes in Universities where there is differential degree attainment it is paramount that universities collect and analyse data on degree attainment before using it to inform planning.
19. In order for a degree attainment investigation to work, Universities must first have robust and holistic equal opportunities monitoring policies.

Conference resolves:

1. To lobby for institutions to consider contextual data such as where a student comes from and their social background, in admissions in addition to grades achieved.
2. To ensure that it is possible to bypass UCAS for those from widening access backgrounds in order for contextual data to be considered.
3. To produce research on the historic impact of grade inflation by institutions on widening access and the effect it may have in the new higher education landscape.
4. To lobby for strict access agreements and penalties that are put into practice for institutions to ensure that within the new funding system access is as equal as possible for all.
5. To lobby for the continuation of Aimhigher to ensure access to higher education.
6. To lobby for improved information, advice and guidance and careers information at all levels of education.
7. To ensure institutions invest in retention activities, including within students' unions to prevent disproportionate drop out levels of those from non-traditional backgrounds.
8. To demand and lobby that the government and institutions invest in stronger marketing of bursaries, in particular, to those from disadvantaged backgrounds.
9. To work alongside the Society and Citizenship zone to support students' unions in sharing best practice on working on widening participation activities in the community.
10. To ensure the introduction of a mobility credit transfer system to allow those from widening access backgrounds to transfer institutions if they wish to during their course of study.
11. To support students' unions in carrying out Equality Impact Assessments and monitoring participation data in representation and activities to ensure that they are widening access.
12. To work alongside the Union Development zone to encourage the creation of funds in students' union to

support widening access in representation and activities.

13. To support Sabbatical Officers with an Equality and Diversity or Widening Participation mandate to lobby their Universities to begin a degree attainment investigation.
14. Ensure that where Universities do not collect equal opportunities monitoring data, NUS supports officers to lobby their University to, firstly, begin collecting this data, including on the grounds of sexual orientation and religion/belief.
15. Ensure that the degree attainment investigation looks at the attainment of different diverse groups including on the basis of ethnicity, gender, disability, religion, sexual orientation, nationality, caring responsibilities, religion/belief, age, etc.
16. Ensure that the degree attainment investigation looks at Applications to University, Offers, Acceptances, Retention and Degree classification attained.
17. Support Officers in taking the findings of the degree attainment investigation to the heads of faculties where they should help create strategies to address any differential attainment which should be put into the planning processes of the Universities. This might include getting better language provision, ensuring effective role models, or having better training for lecturers on using different examples in teaching.
18. Similar Universities should be encouraged to work together to share best practice on degree attainment investigations in order to make sure that differential degree attainment based on a person's characteristics is eradicated.
19. NUS will aim to ensure that London weighting for students studying in such an expensive area of the country is not forgotten under the new funding system

A 21st century teaching and learning experience

Conference believes:

1. The pace of change in learning and teaching practices is slow and does not meet the needs of a 21st century student experience.
2. Cuts should not prevent the modernisation of teaching and learning practices and this development should continue.
3. There should be continual and regular investment in ICT by universities and colleges to ensure that technology does not become outdated and uncomplimentary to the teaching and learning experience.
4. Students work with their personal tutors can be enhanced through using online programmes such as Personal Development Planning (PDP).
5. Embedding employability skills in the curriculum is essential to students as they face an increasingly competitive job market.
6. That although a 21st century learning experience is important, there is no substitute for face to face learning

Conference resolves:

1. To increase pressure on institutions to deliver change needed to ensure a 21st century learning and teaching experience.
2. To lobby for increased investment in education development in institutions and support both staff and students in improving their teaching and

- learning experiences.
3. To lobby for wider investment in ICT across the higher education sector.
 4. To prioritise research and dissemination of best practice in the use of ICT in institutions within the Higher Education Zone.
 5. To support students' unions in their lobbying to improve the availability of training for students and staff in using ICT.
 6. To encourage the wider use of PDP programmes as part of personal tuition relationships.
 7. To pressure institutions to utilise existing ICT facilities for assessment submission and feedback.
 8. To work with institutions and the government to create greater opportunity for students to study abroad to gain a truly international learning experience.
 9. To ensure technology complements face to face learning, and doesn't replace it

Defining a quality experience

Conference believes:

1. Defining a quality student experience should be primarily in the hands of students.
2. Markets do not benefit higher education and consumerisation does not benefit the future of higher education.
3. NUS has a role to support students' unions in this significantly changing landscape, for example, supporting students' unions when students are demanding a value for money student experience from their institution.
4. Institutions should be held to account by students for not delivering a quality student experience.
5. Strong student charters should ensure institutions deliver a quality student experience.
6. There is a lack of awareness of student charters and students rights in this context.
7. Postgraduate students operate in a marketised higher education environment but this has not benefitted the quality of their student experience in most cases.
8. Postgraduate students do not have access to high quality public information that would help them to make effective choices about the merits of different courses and institutions.
9. PRES 2009 shows that approximately half of postgraduate research students do not feel integrated into their academic community.
10. Postgraduate research students are often called on to teach undergraduates, giving them a role in sustaining the quality of undergraduate higher education.
11. Postgraduate students have less of an institutional voice to shape their student experience because postgraduate academic representation is not as embedded as undergraduate academic representation.
12. The discourse of public choice promoted through students charters offers the potential for students to provide potentially mis-contextualised feedback on their academic experience. This, combined with competing agendas in understandings of academic quality – namely quality assurance and quality enhancement – can contribute to anti-pedagogy and further drive the commodification of education.
13. Students should be entitled to certain rights in their student experience
14. That promoting league tables/ key information sets

- about Students' Unions which are based on subjective questioning encourages style/clever marketing over substance and is therefore detrimental to Students' Unions
15. Providing prospective students with a 'Killer Question Score' tells them little or nothing useful about what's on offer and could be misleading
 16. That referring to and treating students as consumers is disempowering

Conference resolves:

1. To oppose the consumerisation of the student experience whilst at the same time recognising that students are entitled to minimum standards of the quality of their learning experience.
2. To support the development of student charters which strongly emphasise universities delivering a high quality experience for students.
3. To provide information on best practice in how to use student charters to guarantee a quality student experience.
4. To produce materials to education and empower students of their rights to ensure they get the student experience they expect.
5. To run a national campaign on complaints and appeals procedures to improve institutions procedures and actions
6. To lobby for the introduction of national standards on the provision of public information about postgraduate taught courses.
7. To provide support to unions on lobbying institutions to implement the good practice outlined in the NUS Postgraduate Employment Charter.
8. To support and produce advice on good practice in postgraduate academic representation defined as inclusion of postgraduate voices on union executives and councils, postgraduate societies, and postgraduate course and faculty/school reps.
9. To ensure that advice to unions on postgraduate academic issues such as supervision and PhD viva examination is included in any national campaign on complaints and appeals.
10. To develop resources that promote a nuanced and critical understanding of the complex nature of higher education quality, cognisant of differing institutional cultures, resources and the expectations held by and placed upon students and the differing opportunities and outcomes these may afford.
11. To stop asking Unions the SUEI 'Killer Question' ('to what extent do you agree the students' union has had a positive impact on your time as a student?') or similar
12. To refrain from referring to students as consumers, reaffirming Student Rights rather than Consumer Rights

Postgraduate Funding

Conference Believes

1. There is a high likelihood that Postgraduate Taught (PGT) fees will also increase nationally.
2. That unlike undergraduate, there is currently no state-funded PGT funding system for students.
3. Masters course fees are payable upfront and aren't capped or regulated for fairness/access considerations, and are therefore viewed by universities as a source of funding to plug budget gaps – including to cross-subsidise other activities;
4. Part-time Masters courses can cost anything up to the cost of the full-time course;

National Conference 2011 | Resolutions

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

Conference Resolves:

1. To fight any increase in PGT fees, through lobbying government and providing support for SUs, amongst other methods.
2. To investigate, and lobby for, appropriate funding options for PGT
3. To mandate VPHE and President to establish a campaign on postgraduate funding directed both university managements and the government, to include organising and backing lobbying, demonstrations, and non-violent direct action such as occupations, in pursuit of the following:
 - a. Freeze fees for taught postgraduate courses for home and international students, as a minimum precursor to their abolition.

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

Enhance Students' Employability

Conference Believes

1. After the global recession, many UK companies have to made large number of employees redundant to survive the difficult time.
2. The government announced a lot of cuts in the public sector so as to reduce deficits, which resulted in massive job loss among experienced employees
3. Recent graduates often lack real world working experience, finding it increasingly difficult to find a job when they their degree.
4. Recent national survey pointed out that UK Graduate unemployment is currently at its highest level for 20 years with nearly 1 million young people unemployed.

Conference Resolves

1. To lobby the government to work with business to create more work placement opportunities for recent UK graduates to better prepare for permanent positions
2. To lobby the government to create more funded enterprise training programme for recent UK graduates so that they can create their own business, rather than stay unemployed.
3. To lobby the universities to create more sandwich courses which include one year work placements to enhance students' employability
4. To mandate NUS to create a National Accreditation Scheme with universities, business, and the government to recognise all kinds of students activities in the students unions, as invaluable transferable skills that students can use to impress their employers during job-hunting.
5. To encourage perspective students to consider apprenticeships, vocational education, and other forms of training, rather than only focus on degree based qualifications.
6. To lobby the business to create more Summer/Easters/Christmas internships to give current students more real world working experience to enhance their employability

The reality of cuts for Liberation Students

Conference believes

1. That the NUS Liberation campaigns (LGBT, Women, Black and Disabled Students) have advocated, and do advocate, the effects of cuts on the students that they represent.
2. That students who fall into these categories are highly likely to be disproportionately negatively affected by cuts.
3. Cuts will result in many services being closed that these students will access.
4. For further information each of the campaigns has a significant amount of information about how cuts affect their students they represent on NUS Connect
5. Collectively liberation students make a large proportion of students in further and higher education.
6. That NUS has a duty to fight hardest for those hit most severely by the cuts
7. That Liberation has not previously been prioritised by the organisation, and has often not been given adequate support and resources to fight on behalf of their members

Conference Resolves:

1. For NUS to prioritise fighting on behalf of those who are hit most severely by the cuts - of which members of liberation campaigns will make a significant majority
2. For NUS' priority campaign to include significant focus on the impact of cuts and fees on liberation students, working with the liberation officers
3. For NUS to provide adequate resources and support to the liberation campaigns fighting the impact of cuts on their members

FE, Undergraduate & Postgraduate International Student Fees

Conference Believes

1. 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.
2. These fees are rarely calculated on the cost to teach, and instead are calculated on maximum market costs.
3. This perpetuates the marketisation of our institutions.
4. International Students fees may rise dramatically as a way for institutions to inject more money in the face of further cuts to the education sector.
5. Recent government plans to increase UK domestic fees have resulted in stricter regulations for institutions to disclose justification for the fees they are charging.
6. Recent funding cuts have resulted in many UK and EU students paying the full cost of their education especially in Social Science and Humanities courses, much the same as international students do on all courses, and this has prompted debate which questions whether the current cost of a degree is the actual cost or the market cost.
7. Universities often recruit international students into courses beyond their capacity in order to gain financial benefit from the extortionately high fees paid by FE, undergraduate and postgraduate international students.
8. 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 resolves:

1. To use the International Students Fee Campaign Toolkit and International Students Fee Chapter to campaign for transparency in international students' tuition fee calculations and distribution in all future campaigns involving UK domestic fees.
2. To include in the national campaign against fees and cuts a campaign against dramatic fee increases for international students and advocate the feasibility of the capping of international student fees in response to rising domestic fees.
3. 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.
4. To include in campaigns against the marketisation of education in the UK, a campaign against the marketisation of international student education in the UK.

Society and Citizenship

Protecting the student voice

Conference believes:

1. The Vote for Students campaign showed the power students can wield at the ballot box with students determining the result in many seats across the UK.
2. Many politicians betrayed their constituents, but we must continue to engage in elections, making our voice heard at the ballot box.
3. We are a movement of 7 million members, we must translate that into 7 million votes at the ballot box if our voice is to be heard with the same weight as

National Conference 2011 | Resolutions

other sections of society.

4. MPs that broke their pledge have provoked anger amongst voters and this anger must be transformed into action against politicians who broke their promises.
5. We must remain resilient against attempts to marginalise the student vote through attacks such as those seen in the damaging boundary review.
6. The upcoming elections and referendum in May provide an opportunity to put student issues back on agenda.
7. With turnout so low amongst 18-24 year olds, we must fight against attempts to remove citizenship from the curriculum.
8. The Electoral Commission has signalled students as one of the key groups who fail to register to vote for elections.
9. An Electoral Commission Report in March 2010 noted that:
 - a. "Under-registration is notably higher than average among 17-24 year olds (56% not registered), private sector tenants (49%) and black and minority ethnic British residents (31%)".
 - b. "The highest concentrations of under-registration are most likely to be found in metropolitan areas, smaller towns and cities with large student populations, and coastal areas with significant population turnover and high levels of social deprivation".
 - c. "There is an estimate that some 3.5 million people are not currently on the register".
10. The boundary reform which passed last year will fix the House of Commons at 600 seats and was based on numbers of registered voters.
11. It is imperative that students' voices are heard at both national and local elections.
12. That the changes in constituency boundaries are a direct assault on students' rights to representation – weakening the student voice.
13. That NUS's Vote for Students campaign for the Westminster election was successful at putting student issues at the heart of the election.
14. That local authority cuts will have a detrimental effect on all citizens, including students.
15. That registering students and educating them as to why it is so important to vote is key to making sure students' voices are heard at both the national and local levels.
- 16.

Conference resolves:

1. To Research into why students do not vote.
2. To improve the relationships between students' unions, Electoral Registration Officers (EROs) and local authorities to maximise student voter turnout.
3. To sustain pressure on politicians who broke the pledge including direct action and 'Right to Recall' activity.
4. To work with the nations to support their voter mobilisation in the devolved government elections.
5. To encourage students and students' unions to organise voter registration activities for the AV referendum and local elections.
6. To continue to lobby against any changes to where and how we can vote which disenfranchise students.
7. To continue to work with Democratic Life to make the case for citizenship education and the role it plays as an essential part of the curriculum.

8. Work with the Cabinet Office to address the issue of under-representation amongst 18-24 year old students.
9. Fight attempts to remove students' ability to register their vote at their home and term-time address.
10. To provide resources and information for students' unions about voter registration and best practice.
11. To condemn the UK Government's boundary review which will weaken the student voice.
12. To mandate the VP Soc and Cit to work on ways to highlight the importance of student engagement in all elections, both at a national level and on a local one to students across the UK.

Drugs Patents

Conference believes:

1. Universities have a critical role to play in solving these pressing global matters.
2. Many essential drugs are developed in university laboratories. The accessibility of these to people in the world's poorest nations is profoundly affected by the research, patenting and licensing decisions made by universities.
3. Universities are public institutions with a dedicated commitment to the public good, meaning the technologies they develop and deploy should be done in an effort to benefit the world and not merely the affluent minority.
4. Universities are uniquely positioned to facilitate greater access to the fruits of medical research in developing countries.

Conference resolves:

1. Provide information to students' unions on the issue and how they can influence their institution, including a pack for elected officers sitting on governing bodies.
2. Raise awareness of the issue amongst students, including medical students.
3. Work with the British Medical Association (BMA) and other key stakeholders.
4. Lobby universities to ensure every relevant university-developed drug is licensed with a concrete, effective, transparent strategy to make affordable versions available in developing countries.
5. Lobby research councils to encourage university research on neglected diseases and university licensing practices that facilitate development of promising neglected disease treatments.

Education for All

Conference believes

1. That education is a basic human right. Every child should have access to a free and quality primary education.
2. NUS' values extend beyond our borders.
3. Education has a huge role to play in building peace, before, during and after conflicts.
4. School helps children develop the skills they need to make themselves heard in the world, to make positive changes in their lives, and break free from poverty.
5. With well-trained teachers and appropriate curricula, schools can leave a legacy for a generation of young people who will have skills for employment, an understanding of their rights, and an appreciation for the rights of others.

National Conference 2011 | Resolutions

Conference resolves:

1. To highlight to students the inequalities of education across the globe.
2. Co-ordinate and Education for All campaign across students' unions.
3. To run a student peace prize to highlight the struggles of students abroad.
4. To encourage students' unions to twin up with students' unions or universities abroad, and lobby their own institution/ lecturers to share academic resources with the twinned university.
5. Encourage students' unions to fundraise for primary education facilities abroad.
6. Work with the European Students' Union, global student organisations and NGO's to apply pressure to countries that are persecuting those in education.
7. To investigate the viability of an officer share programme working with institutions abroad, highlighting the campaign for education as a universal right.

Toxic fuels and ethical investment

Conference believes:

1. Climate change is one of the most serious threats that we, and future generations, face.
2. Our dependence on fossil fuels is speeding up the effects of climate change.
3. Loans to oil, coal and gas projects that run for decades guarantee massive future emissions.
4. To avoid devastating climate change we must stop funding fossil fuel extraction and start investing in renewable energy.
5. A significant number of students' unions bank with RBS-NatWest, and have banks on their campus.
6. We must stop funding fossil fuels and start investing in renewable energy.

Conference resolves

1. Join with other organisations, such as the World Development Movement, Platform and People and Planet, to work to end the financing of dirty fuels.
2. To use lobbying, demonstrations and direct action to key financial institutions, including the RBS-NatWest, to end their financing of dirty fuels.
3. To help students run their own campaigns against major banks involved in financing fossil fuels by providing resources, campaign, lobbying and direct action training.
4. To provide resources to students' unions to help them be aware of the ethics of companies they use for supplies and banking.
5. To students unions with information about ethical banking and encourage them to switch to an ethical supplier by providing favourable deals.
6. To use lobbying, demonstrations and direct action to pressure expose key financial institutions, including the RBS-NatWest, to end financing of dirty fuels.

Union Development

Creating a generation of change makers

Conference Believes

1. Involvement breeds more involvement, and the current level of activism amongst current and future students should not be allowed to drift away
2. That without activism students' unions lose their ability to be change makers

3. Active members improve students' unions, and active students' unions improve NUS, therefore NUS should support students' unions to have active members as that benefits us all
4. Students should feel empowered to lead on issues which matter to them, and we should let them decide what those issues are rather than trying to impose our agenda onto them
5. That there is no excuse for letting this sense of activism dissipate
6. That students across movement made an emotional investment to the student movement and NUS should capitalise on this
7. That the best way to keep students involved is to engage them on a local and personal level
8. That NUS should help students' unions build local campaigns to engage new found activists and student leaders on the ground
9. NUS should be delivering sessions sympathetic to local union demand; too often NUS has designed well intended sessions but arranged to deliver them during exams periods or after term ends, or just too slowly to meet local campaign needs
10. When self-organised Liberation Campaigns have not existed on campus for some time, it is hard to develop the skills or messages to attract or retain engaged liberation activists while respecting their autonomy
11. That the wave of demonstrations, protests and occupations over the past few months represent a turning point for our movement
12. That unions locally have had campaigns on fees and cuts strengthened by links with schools, community organisations and trade unions
13. That organisations such as UKUncut, CAAT, Amnesty and UK Citizens have broad membership and their campaigns can be strengthened through our activists and the collective power of our broad membership.
14. NUS Annual Summer Training is too focused on the experience of the 18-25 UK Undergraduate Student.
15. International, Part-time, and Postgraduate students make up a considerable number of student members.
16. International, Part-time, and Postgraduate students have significantly different issues from the 18-25 UK undergraduate students, many of which require unique approaches.
17. Despite many campaigns and interaction by the International, Postgraduate and Mature and Part-time Students' Campaigns, Full-time sabbatical officers are still not engaging with these campaigns in ways needed for their success and dissemination amongst the student body.
18. While issues on International, Part-time, and Postgraduate students should be led by International, Part-time, and postgraduate students, there are issues of capacity in many institutions based on representative structures and funding for staff support.
19. The International, Part-time, and Postgraduate Students' Campaigns need informed, supportive and enthusiastic sabbatical and part-time student officers, many of whom become so after completing a NUS summer training programme.
20. That NUS has been good at mobilising nationally, and lobbying effectively nationally- but as cuts hit locally, and our local councils inherit the cuts, we need to be more supportive of local anti cuts movements- providing advice, inspiration and

National Conference 2011 | Resolutions

- support to local fights
21. That in order to maintain momentum we need to provide activists with a range of tactics and activities to reflect their different tastes in terms of involvement- not everyone is happy or able to go on a demo, not everyone is satisfied with simply signing a petition
 22. Through our mass membership we have the ability to place demands and influence governments and some of the world's biggest corporations
 23. That NUS does not have to own and run every activity but it should be showcasing the work of our members, and celebrating their successes locally
 24. That students have led the way in resisting the coalition's draconian cuts, but we will only be successful if we build broad coalitions.

Conference resolves:

1. To consult unions about the best times, dates, places and content of activist days before announcing them and in good time – we would rather they were well thought out than fast!
2. To ask the Liberation Campaigns to consider how they can support unions who wish to engage their wider range of members and help them to become activists, possibly through the activist days
3. To focus on developing activist training and access to campaign tools for campaign leaders and not just campaigners, so that students can self-organise on their campuses or, with their union's support, engage in national campaigning
4. To make a deal, where if students want to get involved students' unions will support them, and if students' unions support activists then NUS will come on to campus to help you harness their engagement
5. NUS will run 20 activist days in cities across the UK, in term 1 of the academic year 2011-2012 where at the most local level it will support students' unions to give the tools to students to make a change. Wherever demand lies NUS will provide support, we will give the tools to students to be activists, to engage their peers, and to win on the issues which matter to them
6. NUS should train over 2000 campaign leaders next year, who can lead campaigns around the country ensuring students make change
7. This training will be relevant to every student, but will benefit students' unions by improving their societies, sports, school and course reps and part time officers
8. These events will be in addition to those run for student officers, and should target students and not student officers
9. NUS will assist students' unions in the marketing of this event, aiming to create a movement of change makers on the ground
10. NUS will use its networks and databases to promote these events directly to students as well as through students' unions
11. That S&C and UD needs to provide opportunities for greater link up with trade unions, young trade unionists and broader coalitions
12. That NUS develops an activist programme specifically for those students campaigning against cuts, as well as those campaigning on issues of social justice through student groups and societies
13. To develop regional frameworks to drive partnerships on specific campaigns with community groups

14. NUS needs to provide wider training locally beyond sabbatical officers, providing ways for activists to link up and share their work, and provide a platform for creative and innovative campaigning.
15. To place greater focus on the needs of part-time, postgraduate and international students as part of the NUS Summer Training Programme
16. To invite representatives from the Sections into the development of the NUS Summer Training Programme to guide the training to include approaches better suited to deal with issues unique to these students.
17. To invite representatives from the Sections into the NUS Summer Training Programme to encourage enthusiasm for the Sections' campaigns.
18. To mandate full-time NUS officers to promote Sections campaigns beyond the International, Part-time, and Postgraduate Students' officers, with a specific focus on sabbatical and non-sabbatical student leaders who are not from these sections but have a wider remit which includes sections students.

The Future of Students' Unions; surviving and thriving

Conference Believes

1. The education system is under attack.
2. Students' unions do not exist in isolation from their institutions, and the wider education situation
3. Now more than ever students need strong local students' unions to help them face the future of higher education
4. That the student movement needs to be ready to justify its existence in 3-5 years time
5. To exist in 5 years time Students' unions are going to need to be agile and flexible
6. With the dramatic cuts to higher education we need to be ready to justify why we shouldn't face the same cuts locally that education is facing nationally
7. Students' unions funding models are often traditional and this means that we are vulnerable
8. Students' unions can't afford to fail their members at a time like this
9. The Strength of NUS is determined by the strength of its members, which is why we can't afford to let one students' union fail
10. That NUS should hold a mirror up to students' unions to be more honest and critical in their feedback in order to improve delivery for their members whilst helping them focus on their core purpose
11. That there is a demand from the membership for NUS to take a lead and offer more examples of best practice in challenging times.
12. That in future one size models will not fit all but that each Constituent Member will require more specific and personal governance structures
13. That all students' union trustees should receive specific training
14. That all external trustees should receive an introduction to the movement
15. It is becoming more difficult to stand up to University arguments about why areas such as sports, societies and volunteering should not face funding cuts
16. It is important that all unions are able to justify these important extra-curricular areas because they are vital to the student experience, creating social capital and developing thousands of people every year
17. Students' unions funding models are often

National Conference 2011 | Resolutions

traditional and this means that we are vulnerable.

18. From this year, every Students' Union has their own independent charitable status.
19. Students' unions need to be given the tools to reduce their over reliance on their block grants, and instead use their new independent charitable status to fundraise for their activity and initiatives.
20. NUS and Students' Unions are democratically legitimate and are important to the learners they represent
21. Previous Conservative Governments have challenged the legitimacy of NUS and Students' unions
22. Previous Conservative Governments have tried to make students' unions operate on an opt-in rather than an opt-out basis
23. Where other countries' students' unions have been forced to become opt-in the results have been disastrous, most notably in Australia
24. David Willetts describes students unions as being part of the "fabric of universities" and we should welcome this
25. The Young Britons' Foundation- which has the aim of spreading conservatism through schools, colleges and universities- hosted an event titled 'Students' union Elections'
26. Donal Blaney, the founder of the YBF, wrote an article titled "its time to rein in students' unions and the NUS" in which he wrote that "The criminal damage wrought in Westminster today highlights the way in which colleges, universities and students' unions have become hot-beds of extremism – be it Islamist groups actively preaching hate and violence or the new generation of pampered middle-class trustafarians who are desperate to separate themselves from mainstream society."
27. A series of parliamentary questions and freedom of information requests have occurred with the aim of undermining NUS and students' unions
28. NUS and Students' Unions may end up in the fight for their lives and we must prepare to defend ourselves
29. That students' unions, through NUS, need to "step up to the plate" to prove and demonstrate legitimacy and impact in the face of these attacks

Conference Resolves

1. NUS will provide personalised information on what impact cuts will have to each institution, and will work with each union to create a strategy to survive and thrive in the coming years
2. Where students are not getting enough from their local students' union NUS will help them to get involved and to change it for the better,
3. Students' unions need to diversify their income streams, and NUS should lead the way on this by reducing its reliance on affiliation fees
4. NUS will create an online talent bank for members of staff in students' unions, trustees and friends of NUS to register their areas of expertise in order to share their services with other students' unions.
5. NUS will give explicit advice to students' unions in how to diversify income streams and will point out where current funding models are unsustainable
6. NUS will facilitate the sharing of best practice in relation to fundraising at a regional level.
7. NUS will give members access to staff members with expertise in crisis aversion and management.
8. NUS will offer a toolkit for students' unions helping improve board officer awareness of board level

responsibilities

9. NUS will offer detailed guidance to students' union officers with responsibility for performance management and organisational leadership
10. NUS will offer an introduction to the student movement for external trustees
11. To produce a 'winning the arguments' briefing for students' unions who are facing funding threats to their student activities
12. NUS will provide practical advice, assistance and staff support on fundraising in Students' Unions, linking in with local charities and charitable trusts.
13. To defend itself and its constituent members against any attacks upon our legitimacy or autonomy
14. To reshape the NUS led students' union quality model such that the management, and finances of students' unions can be independently and regularly assured for all unions
15. To develop tools to enable students' unions to better measure and promote their impact on students and their education

Finding the voices of the unrepresented millions Conference Believes

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

Conference Resolves

1. NUS will accept into membership, through any mechanism possible, any individual student in further or higher education in the United Kingdom
2. NUS will move towards an individual membership model for Work Based Learners for who the students' union model is not accessible or suitable
3. That income generated from membership of work based learners will be ring-fenced for representation for these learners
4. NUS should create a hardship fund for non-traditional, further education and small and specialist students' unions to engage in training and organisational support, to be included in the estimates for 2011-12 by the NEC.
5. NUS should release guidance for students' unions with provision delivered at other further education institutions on how to create legitimate representative structures
6. NUS will mandate the Vice-President Union Development to report on the involvement of work based learners in January 2012, explaining how NUS

National Conference 2011 | Resolutions

will change its structures to the unrepresented millions

7. To introduce individual membership and/or alternative group membership models for work-based learners, students at institutions without students' unions and any other students for whom the traditional students' union model is unsuitable;
8. To devote additional NUS staff time and financial resources to developing representation for work-based learners and students without access to a students' union

Student Activities; improving the students experience, improving unions, improving NUS

Conference Believes

1. That students involved in student media want more support from NUS
2. A strong independent student media benefits us all
3. That sometimes, working with partner organisations can deliver better results than working alone.
4. Organisations such as BUCS, NASTA, the NUJ and others can help create excellent opportunities for students and it is right that NUS works with these more closely in future.
5. That students involved in sport on campus should have ownership over sport on campus in order to make it about the opportunity to participate and lead in sport and not just about the competitive aspect of participation.
6. That NUS should support officers to be advocates for sport on campus as we believe it is central to involvement
7. NUS and BUCS working together has shown that sport and representation should go together
8. The Olympics offers a unique opportunity for the NUS to engage sports officers and NUS's current policy on making sure students are at the heart of the Olympics should be prioritised in 2011-2012
9. That the democratic aspect of societies, sports clubs and other crucial parts of students' unions are vitally important and should be treated as such
10. NUS has passed policy calling for national volunteer accreditation to be investigated enough, now we want it to happen
11. That many Universities have also realised that there is a benefit in accrediting skills gained through volunteering and the many personal development opportunities that come through activities offered by students' unions.
12. Students will see little benefit in completing their own institution's development accreditation schemes as well as one offered by NUS; students' unions who do have local alternatives will most likely want to use their institutional schemes .
13. While local alternatives shouldn't stop NUS providing opportunities for unions that don't have such schemes, it would make sense to investigate how local and national schemes can complement each other and not compete.
14. There is also a role for NUS to help Universities to develop and accredit their own skills recognition schemes as local support and advice is likely to be faster and more sympathetic than nationally designed and administered ones.

Conference Resolves

1. NUS will formally invite the student board member

2. on the BUCS Board of Directors to attend the Union Development Zone Committee as an observer
2. NUS will look to create specific student joint membership of the NUJ for those involved in student media, and will actively promote this because trade union membership is the best form of protection
3. NUS will revive a conference for Student Activities Development in Action (STADIA) which will act as a specialist conference to develop policy, create networking and training opportunities for this key group of officers involved in delivering student activities
4. Future NUS media training will specifically include legal training about libel laws and students' union governance
5. NUS will produce case studies of where student media have changed students' unions for the better by highlighting where students' unions need to do more
6. NUS will roll-out a national accreditation scheme for students who volunteer in students' unions in 2011, (not investigate, not look into but actually do!)
7. NUS will work to find another respected partner (or partners) who can joint badge the accreditation to add value to any sector wide certificate of achievement
8. To fully support a national accreditation scheme for volunteers, but instruct NUS to research, consider and produce a scheme which does not compete with local alternatives but instead complements it or seeks to do something different
9. To consider whether a University may be a suitable partner for accrediting the scheme

Finance, New Income & Fundraising

Conference Believes

1. Most students unions receive a large amount of funding from their university/colleges annually
2. The recent massive cuts to the UK Education sectors also have a major impact on the financial viability of most students unions.
3. Students Unions may experience difficulty to maintain effective students campaign and activities with less funding
4. New legislation on alcoholic drinking sales may impact on students unions who rely on this type of income to finance other activities of the union.
5. With cuts of the public sectors, the economy of the private sectors is also affected. Students Unions may find it more difficult to secure sponsorship from local business.

Conference resolves:

1. NUS to do a national research on the financial structure, income sources and fundraising activities of all students unions in the UK. This research should be used to identify key issues of the financial structure of all students, sharing good practice on more viable financial models to help students unions to survive major funding loss and ensure high quality students experience will be made available
2. NUS to help students unions to explore new areas to generate income to finance students' union activities besides alcoholic drinks sales, entertainments etc.
3. NUS to research and propose more sustainable activities and structures for students unions to fundraise
4. NUS to lobby the local government to have more favourable policies such as tax reduction to encourage local business to sponsor the campaign

and activities of students unions in their area.

Welfare

Shifting the focus

Conference believes:

1. As we represent an increasingly diverse student population, we need to ensure we have policy that enables us to promote and defend students' housing rights, whatever their housing situation.
2. That we need to ensure that we are representing the issues of students in a wide range of housing experiences – whether that is private rented housing and student accommodation, or social housing, their own home or the parental home.
3. That housing benefit is a vital lifeline for many of our members, including student parents, disabled students and part time students.
4. The ConDem cuts to housing benefit have the power to cut our members out of education as their housing becomes unaffordable.
5. That the localism agenda will mean a lesser emphasis on national regulation for housing, and thus voluntary accreditation schemes and local regulation will be central to improving housing standards.
6. This amendment looks at two major in student housing and gives NUS a real focus on the next steps in the housing campaign.
7. From 2008-2010 rent prices have risen by an average of 22%, which is 13% above the rate of inflation for this period. In a time where there are a number of financial support mechanisms have been cut, the cost of living for students has risen in real terms. In addition with cuts of £1.8 billion in housing benefit, student welfare and accessibility is at risk because of the rising cost of housing.
8. HMO's which are commonly occupied by students, are often criticised and used as scapegoats for issues in the communities, which often leads to discrimination towards to students and tensions in communities. These problems are often caused due to building maintenance not being taken out properly by landlords and buildings being left in disrepair. Responsibility is left with the student tenant to deal with these issues, who often are not well informed of their rights, and many associated problems are then not at the fault of the student.
9. Accommodation is a major factor influencing the student living experience.
10. Although there are a wide range of housing issues affecting students, NUS should focus on those that hit students hardest.
11. Students will be unable to study if they are priced out of accommodation.
12. Local councils should be working with MP's to drive up the standard of HMO's and put more responsibility on landlords to maintain standards, and not be left to deal with after tenants complaint

Conference resolves:

1. That NUS should provide guidance - or signpost to guidance – to enable students' unions to defend their members' housing rights at the local level.
2. To ensure that NUS continues to monitor the impact that housing benefits cuts are having on students, and reporting this to CMs and Government, and lobbying to reverse or revise the changes that have

been made.

3. To provide support and guidance to unions looking to develop or improve current housing provision through area-wide or institution specific accreditation or management.
4. As the localism agenda drives the focus from national policy making to local, it's vital that NUS provides timely updates and advice for student students' unions on how to engage with local decision making processes, and campaign locally on housing and community issues.
5. To lobby Government around tighter regulation of letting agencies, with regards to client money in particular, to ensure our members in the PRS are better protected in the future.
6. NUS should set out clear guidance on challenging the rising costs of housing, setting out steps for unions to take to begin to reverse the trend on the rising cost of housing. This should include but be limited to the consultation process in the establishment of partnership agreements, and how unions can negotiate a better deal.
7. NUS should set out guidance on how to lobby MP's/Local Councillors on driving up the standards of HMO's and create tougher regulation on landlords that do not adhere to these.

Getting to the Heart of Student Health

Conference Believes

1. We need to have an all-encompassing view of health and the health needs of our members that include everything from sexual and mental health to recreational health.
2. That there are already a large number of organisations doing campaigning for or delivering services to our members, either through the NHS or externally.
3. That NUS should provide linkages to organisations that could support CMs in health awareness raising activity.
4. Alcohol and other substances – both legal and illegal - have the potential to harm our members, and wider society. Whilst we should not attempt to tell our members what to do, we do have a responsibility to ensure our members are empowered to make educated choices and that our unions are not putting our members in unnecessary danger
5. That there is too much contradiction in our messaging: if we think we need to have responsible drinking awareness raising activity then we also have to ensure we are championing that in our unions. We need to practice what we preach.
6. Many universities and colleges have increasing numbers of under-18s in their unions and campuses as the distinction between FE and HE continues to blur.

Conference Resolves

1. For NUS to develop a 'Health Gateway' – an online portal that would link through to a number of organisations who could provide information, resources and campaign materials to CMs.
2. To build a healthy students' union model – a framework for how students' unions can audit their effectiveness impacting positively upon student health.
3. To work with NUSSL and offer guidance and resources to support students' unions becoming responsible retailers

National Conference 2011 | Resolutions

4. That NUS should work with British Universities & Colleges Sport (BUCS) to champion the positive health impacts that sports and recreational activities can have, whilst helping to limit the negative impacts.
5. To affirm our stance against commercial pub crawls and damaging to individual health and safety, local services and community relations, as per previous policy.

Help! We can't afford our education! Protecting students' financial support in a time of cuts, cuts, cuts

Conference Believes

1. That the Access to learning Fund has been victim to incremental cuts for the last five years, and was cut by £5million last year.
2. That as the Government's cuts to benefits and the education sector come into effect, there will be more students in need of financial support to complete their course, including EMA and ALG.
3. Non completion will have an increasing risk for students as their contributions increase.
4. That the EMA is a vital source of financial assistance for students - particularly in light of changes to child benefit - that enables people to access education.
5. That without EMA students may not be able to afford college, thus restricting their educational attainment.
6. That changes, restrictions and cuts to a whole host of benefits will hugely impact on our members, particularly disabled students and students with children. There will also be large numbers of part time students affect by these cuts.
7. That transport is an essential for students, but in some areas it is very costly to travel to university or college
8. That the scrapping of the EMA in particular highlights the need for affordable travel
9. That with the upcoming mayoral election in 2012 it is essential the student discount for London oyster travel remains in place, and that candidates are held accountable for this
10. That bike schemes should be affordable for students, but currently isn't in London
11. That many mature students are unaware that the 16-25 railcard is available for them
12. Students from across the UK are able to apply for a Student Travelcard in London which gives them up to a third off weekly, monthly & yearly travelcards for public transport in London
13. Increasing the number of students cycling is beneficial from both a health & environmental perspectives

Conference Resolves

1. For NUS to lobby Government and sector bodies such as the SLC to ensure that there is clear and well positioned information, advice and guidance for prospective, current and past students in FE and HE about what changes to student support will have and what they will receive.
2. For NUS to engage with SLC to redesign the student loan package, including campaigning for changes to payment arrangements, such as monthly instalments.
3. To continue to survey and review the impact that benefits cuts are having on our members and use

this evidence to lobby and campaign to decision makers.

4. To continue to campaign to save EMA and work with the Further Education Zone to reinstate this crucial support for so many of our members.
5. To work with the NHS and other governmental departments on the reviews taking place of support for those training for professional practice.
6. That NUS should lobby for a national student discount on transport, or free travel, not only for students studying in a particular city or town but also for students who come from those areas but study elsewhere
7. That NUS should work with national rail to ensure the fact that the 16-25 railcard is available to mature students is clearly advertised
8. That NUS should campaign to make sure the student Oyster discount remains in place and affordable travel for students in London is high on the mayoral agenda
9. That NUS should lobby for more affordable bike schemes
10. To campaign and actively encourage Transport For London to offer subsidised Barclays Cycle Hire membership for students, in order to encourage healthier transportation methods.

Championing the diversity of our movement

Conference Believes

1. That Welfare Zone should recognise the importance of the diversity of the student movement as a key element of our campaigning activity to reflect the society which we are fighting for.
2. That the Equality Act has introduced, and will continue to implement important legislative changes to protect our students from discrimination, including for the first time, that of pregnant students and parents.
3. Theresa May MP has reduced powers in the Equality Act - such as those requiring mandatory pay audits - and has been slow to enact other parts of the Act.
4. That many institutions are not conducting proper equality impact assessments when making decisions about changes or closures to courses and services.
5. According to Home Office statistics, there is evidence to suggest that in times of recession hate crime increases.
6. The British National Party is now the most electorally successful fascist party in British history. At the May 2010 General Election, the BNP secured over one million votes.
7. The English Defence League continues to organise violent and racist 'protests' across Britain. These far-right mobilisations seek to intimidate and attack the Muslim community, including targeting Mosques and other places of worship.
8. The English Defence League (EDL) emerged in 2009 and has become an increasingly violent and dangerous organisation. Hope not Hate believe that the EDL is now the largest rightwing threat in the UK today, with over 50,000 supporters on Facebook and the ability to bring between 100 to 3,000 people out onto the streets.
9. Over the past few years the BNP has seriously contested elections all over the country. The two BNP MEPs elected in June 2009 have brought the party financial benefit in the form of their salaries and staffing and expenses allowances.

National Conference 2011 | Resolutions

10. Racial and religiously motivated crimes rise following the election of Racist and fascist candidates.
11. Racism is soaring in society and our campuses are not immune.
12. The changes to police powers means citizens who are stopped will no longer receive a receipt, making it easier for the police to continue over-policing Black communities without being held properly accountable
13. Cameron's comments on multiculturalism are part of a wider reactionary campaign to whip up racism and scapegoating of Black people, Muslims, asylum seekers and immigrants for ideologically motivated cuts, and was welcomed by BNP leader Nick Griffin and EDL leader Stephen Lennon.
14. Cameron's speech was made on the day the English Defence League (EDL) brought its bigotry and violence to the streets of Luton. Mainstream Islamophobia fuels the growth of fascist organisations and racist violence.
15. Britain was built on 1000 years of immigration
16. Our multicultural society built on respect and solidarity is a cause for pride. We reject any moves to undermine it.
17. The One Society Many Cultures campaign was set up to challenge racism and celebrate multiculturalism.
18. That thousands of students have mobilised to confront the EDL – but not with the support of their national union.
19. Street mobilisations must be linked to a general political struggle against racism, including the Coalition's anti-migrant policies, pandering to these policies by elements of the Labour leadership and the growth of anti-semitism and Islamophobia – and a struggle against the cuts and social conditions which are feeding the far right.
20. The BNP is gaining a growing profile and significant has gained record electoral support on the back of growing racism in recent years and has sought a number of high profile debates on campuses, to extend its influence amongst students.
21. Conflating domestic multiculturalism with international security is inaccurate and legitimises the right-wing xenophobic agenda.
22. Speaking of Muslims as a culturally separate entity, and alienating an entire community, is counterproductive to social cohesion.
23. NUS should take a lead in promoting multiculturalism and the exchange of differing views on campus in order to safeguard and protect students, from all backgrounds.
24. In a recent report by UUK, the advice to allow extremist speech and speakers on our campuses should be challenged in regards to concerns over safety over some students when these events might take place.
25. Only by building local relationships, empowering communities to provide a more positive alternative to the politics of despair and giving confidence to those who dislike racism can we defeat fascism. As a student movement we have succeeding in challenge the myths and lies put out by extremists, but we can not be complacent.
2. To campaign – in partnership with Liberation campaigns - against any dilution or limitation to the Equality Act.
3. To publish advice and guidance for students' unions on how to ensure we are creating accessible services and experiences for all students, and enshrining rights in policies and procedures.
4. To maintain links with the Equality Challenge Unit
5. To continue to support SUs with their Interfaith work and events and encourage SU's to promote interfaith activities
6. Implement the recommendations of the Hate Crime report
7. To ensure that we are reflecting the society we want to see through championing diversity within our own students' union staff and officer profile and working practices
8. To help students' unions organise Love Music Hate Racism and Love Music Hate Homophobia gigs and festivals to help foster a culture of anti-racism and solidarity on our campuses.
9. To improve diversity training for Union officers, ensuring students of all cultural, faith and religious backgrounds are a welcome part of campus life.
10. Provide a series of briefings on how to tackle the threat of fascist groups on campus.
11. Work with UAF and the NUS Liberation Campaigns to mobilise students to defend the Muslim community under siege to confront the EDL and other racist, far right groups and drive them off our streets.
12. To add NUS to the signatories of the statement initiated by Unite Against Fascism (UAF) in defence of multiculturalism.
13. Affiliate to One Society Many Cultures and work to organise celebrations of multiculturalism on campuses.
14. Support students' unions that are facing an increased presence of EDL and BNP supporters on campus.
15. Encourage students to register to vote in order to ensure that fascists groups are not electorally successful.
16. Oppose attacks on civil liberties, cultural and religious freedoms including the right to wear religious symbols.
17. Localise campaigning, working within the communities where the BNP and EDL are attracting support.
18. To promote exchange of ideas between different cultures, promoting multiculturalism on campuses.
19. To develop policies on how universities can accommodate diverse needs.
20. To mandate NUS leadership to take a public stance against the government's policy of conflating culture with security.
21. To ensure campuses are free for the exchange of ideas and combat any form of extremism.

Looking out for our students

Conference Believes

1. Pastoral care is more than counselling services – it is also the support that students get in halls, from security and through wellbeing initiatives.
2. The huge cuts that will be seen in FE and HE will undoubtedly put some support services at risk.
3. That our own unions as well as our institutions' welfare and advice services are often pivotal to students being able to access or remain in their

Conference Resolves

1. To work with the Liberation Campaigns on campaigns to champion diversity and campaign against discrimination on our campuses and in wider society

education

4. That at a time of monumental change in both the HE and FE sectors, it is vital that students have access to timely, accurate and impartial information, advice and guidance.
5. Around 3 Million people use the high-cost door to door or home credit lending market. This market can charge £82 in interest and collection charges for every £100 lent
6. Six lenders amount to for 90% of the market there is little competition to drive interest rates down
7. Around 1.5 million people are indebted to pay day lenders, who offer short-term loans with APR that often begins at 600% and can escalate to 2500% or more.
8. Stella Creasy MP for Walthamstow introduced a Ten Minute Rule Bill on 3rd of November 2010 named The Consumer Credit (Regulation and Advice) Bill
9. The Consumer Credit (Regulation and Advice) Bill was debated on the 3rd February 2011 and despite cross party support the government used its majority to delay it till October 2011.
10. Our advice services in students' unions and institutions provide a vital service to students and have a unique insight to the issues they are facing.
11. Advice services often keep statistics on whom they see and why they see them.
12. Advice services see a diverse range of students, in particular they often have more contact than other union services with mature students and students with dependants as these students are often in greater need of hardship support.
13. Advice services are likely to become more stretched in the current economic climate and will be forced to deliver more for less.
14. Students' unions should be focusing on delivering change for their members based on evidence.
15. Advice services have a role to play in awareness campaigning
16. The lack of access to affordable credit is socially and economically damaging. Unaffordable credit is causing a myriad of unwanted effects that impact on people's ability to work, study and live.

Conference Resolves

1. Continue Measuring Welfare research on the future of welfare services in a post Browne environment, which will report back to the welfare zone committee and conference.
2. The research should look at the issues such as collaborations, digital delivery of welfare services, external partnerships as well as working with institutions
3. To re-run the pastoral support research that the welfare zone has carried out this year, so that we begin to plot some of the changes to services over this period of cuts
4. For NUS to develop tools and resources to enable unions to audit and monitor the impact and value of their support services to assist with decision making, lobbying and signposting in the future.
5. To continue to issue information and encourage best practice and information sharing to ensure our welfare and student services are all providing excellent
6. Information and support to our members.
7. To continue work with AMOSSHE and NAMMS
8. To campaign for minimum standards for pastoral care in the government white paper on HE funding
9. To continue to campaign and support the Every

Child Matters agenda.

10. To campaign for a basic level of service provision in FE.
11. To share best practice regarding strategic and preventative work to help to prevent students from getting into crises.
12. To work with students' union advice services to map what issues students are seeking advice on and to identify national trends.
13. To encourage students' union officers to develop close working relationships with student advisors (whether based in their institution or union), to enable unions to base their campaigns on local evidence.
14. To highlight issues when they arise and facilitate the sharing of best practice between advice services to deal with issues.
15. To support advice services to deliver awareness campaigns (for example Housing Weeks) alongside students' unions and in partnership with relevant organisations to free up welfare officers to concentrate on delivering change.
16. Call on the government to introduce caps on the total lending rates that can be charged for providing credit
17. To attempt to collect evidence of the growing problem from Students' Union Advice Services
18. To provide a briefing and to support students' union wishing to campaign on this issue.

Protecting internationalisation in our education system, fighting visa changes

Conference Believes:

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

Conference Resolves:

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

Students with dependents

National Conference 2011 | Resolutions

This conference believes

1. The traditional opinion of students puts them aged between 18 and 21 with limited, if any, responsibilities.
2. Current student parent motions (701 and 702) are expiring with this year.
3. The aforementioned motions are outdated with regards to facts and opinions.
4. The aforementioned motions encompass student parents as students who are parents and students who have dependants.
5. The aforementioned motions exclude fathers in their entirety.
6. Students with children cannot go into the majority of student accommodation
7. As a title, student parents does not give justice to the students that it represents – dependants can result in completely different issues than children.
8. That Higher Education is changing, and so are the applicants to it as wider participation has begun to take effect, embracing more mature students into Higher Education.
9. Students with dependants traditionally have more outgoing costs with regards to childcare and mortgages/larger housing payments due to student accommodation not allowing children.
10. Student parents are an important part of our Unions, however, they consistently find barriers to accessing both education services and Students' Unions' facilities

This conference resolves:

1. That the title of Student Parents be changed to Students with Dependants
2. That the historic opinion that students are 18-21 be set aside to allow acceptance of the realistic diversity of individuals who make up the university population.
3. To ensure that going forward all policies/decisions encompass the needs and voice of all students regardless of age, race, gender, disabilities AND personal situations.
4. To accept that individual needs may cross over between various areas of the NUS policy sections and this is why all student types/groups be considered when making proposals and ultimately decisions.
5. That father students, regardless of relationship status, should be represented equally as students with dependants as they are currently under-represented as parents.
6. That NUS lobbying on accommodation take students with dependants into account.
7. That the NUS should explore the creation of an internal pressure group for Students with Dependants

Defend the welfare state

Conference Believes

1. The public spending cuts proposed in the Comprehensive Spending Review would decimate the public services and benefits system and effectively destroy the welfare state.
2. Britain's deficit is lower now, as a proportion of GDP, than after the Second World War when the welfare state was created. The deficit is a result of bailing out banks which are now paying out billions in bonuses.
3. In other European countries similar austerity

programmes have been met with mass resistance including general strikes.

Conference Resolves

1. To make the case against all cuts and austerity.
2. To support all protests and strikes against the cuts, including protests outside the conferences of the Conservative and Liberal Democrat parties.
3. To coordinate with the TUC, trade unions and anti-cuts campaigning organisations for a united defence of public services and the welfare state

AGM

Incorporation

Conference Believes

1. Incorporation is the creation of a legal vehicle that limits liability and can offer tax benefits.
2. Annual Conference 2008 passed a motion that NUS should consider incorporation as a charitable company limited by guarantee.
3. Annual Conference 2009 was informed that a sole charitable vehicle could limit campaigning ability.
4. At National Conference 2010 the NEC submitted 'How the National Unions will Deliver Surfing the Wave' that proposed that NUS incorporate and that a charity was created.
5. National Conference 2010 approved the principle of NUS incorporating and the creation of a separate charity to maximise funding opportunities and tax benefits in.
6. That this motion comes after 3 years of discussion and approval at NUS sovereign bodies, the Board and the NEC.
7. The Constitution includes clause "9.25 incorporate and transfer all its assets to a limited liability legal entity". This allows incorporation.
8. That many major national campaigning organisations including Oxfam, the refugee council and the Red Cross are companies.
9. That incorporation requires a number of technical and legal changes to its governing documents to align in with company law.
10. To use this opportunity to clear up formatting errors in the governing document.
11. That the text in the resolutions in [brackets] explains the reasons for the resolution and is not part of the text to be passed.

Conference resolves

1. For NUS to incorporate as a company limited by guarantee without shares.
2. For the members of the company to be every students' union in membership where they themselves are incorporated and a designated member of every students' union (usually the president) where they are not incorporated. This is the same principle as NUS Services.
3. That the purpose of company meetings will be the ratification of changes to the governing documents approved by National Conference.
4. To make a number of insertions & alterations into the articles of governance to ensure compliance with Companies House.
5. To **rename** the "Articles of Governance of the National Union of Students of the United Kingdom (an Unincorporated organisation)" to "**Articles of Association of National Union of Students (United Kingdom)**"

National Conference 2011 | Resolutions

6. **To rename “4. Aims and objects” simply “4. Objects”**
7. **Delete** Clause 9.25 as the organisation will be incorporated it will not need a clause to do so.
8. To **add** “10.8 an Officer, Committee Member or Trustee may receive payment under an indemnity from the National Union in accordance with the indemnity provisions set out at Article 114”
9. [To deal with who is the membership of NUS during transition period between passing the incorporation and incorporating] to **replace** Section 12 with
 12. Until and including the Effective Date the Members of the National Union shall be the subscribers to the Memorandum of Association of the National Union. Thereafter, the Members of the National Union shall be as follows:
 - 12.1 Constituent Members;
 - 12.2 Individual Members;
 - 12.3 Student Organisations in Association, Partner Organisations in Association, Individuals in Association and NUS Areas (together the “Associate Members”); and
 - 12.4 Honorary Members.
 - 12.5 The Constituent Members are the Company Law Members of the National Union for the purposes of the Companies Acts. The Individual Members, Associate Members and Honorary Members are not Company Law Members.
10. [To allow students’ unions which are not incorporated to be members of NUS] to **replace** section 13 with:
 13. Members’ details (other than Individual Members) shall be entered in a register of Members. These details shall include, where relevant, details of the nominated representative which is a Member of the Union on behalf of an unincorporated Constituent Member under Article 15.1
11. [To allow students’ unions which are not incorporated to be members of NUS] to **add** to section 15:
 - 15.1 An organisation admitted to Constituent Membership which is unincorporated shall be a member through the person of its nominated representative from time to time. Every such organisation must notify the National Union in writing of the name of its nominated representative and may, subject to the right of the National Conference or the National Executive Council to decline to accept any person as a member, replace such nominated representative at any time by giving notice to the Union. The membership rights may be exercised by the nominated representative or by the organisation which she represents.
 - 15.2 An organisation admitted to Constituent Membership which is an incorporated body (“a Corporate Member”) may by resolution of its directors or other governing body authorise a person or persons to act as its authorised representative or representatives at any meeting of the Union. Evidence of the appointment of the representative must be provided in the form of:
 - 15.2.1 An original or certified copy of the resolution of the directors or other governing body of the Corporate Member;
 - 15.2.2 a letter confirming the appointment of the representative on the letterhead of the Corporate

Member signed by a duly authorised individual and submitted with evidence of the authority under which it was signed; or
15.2.3 Such other form as required by DPC

13. [If an incorporated students’ union ceases to exist (becomes insolvent) it will cease to a member of NUS. To deal with this conference resolves] to **add** to section 31:

Insolvency of Constituent Members

31.1 A person who is the nominated representative of an unincorporated Constituent Member in accordance with Article 15.1 shall cease to be a Constituent Member if the unincorporated organisation goes into liquidation or has an order made or a resolution passed for its winding up, other than for the purpose of a solvent reconstruction or amalgamation.

31.2 A Constituent Member that is a Corporate Member shall cease to be a Constituent Member if it goes into liquidation other than for the purpose of a solvent reconstruction or amalgamation, has an administrator or a receiver or an administrative receiver appointed over all or any part of its assets, or has an order made or a resolution passed for its winding up.

14. [To deal with who the Directors are in the transition period between passing the incorporation and incorporating] to **replace** Section 71 with:

71. Those persons notified to the Registrar of Companies as the first directors of the National Union, shall be the first Trustees until and including the Effective Date. Thereafter, the Trustees shall be appointed or elected in accordance with these Articles and the Rules and shall be made up of the following persons:

- 71.1 Not more than five Officer Trustees, of whom one shall be the National President;
- 71.2 Not more than six Student Trustees; and
- 71.3 Not more than four Lay Trustees.

15. [To outline the relationship between the NEC and the Trustee Board in terms of Company Law] to **replace** Section 85 with the following:

If the National Executive Committee refers back a report of the work of the Trustee Board in accordance with Article 42, the Trustee Board shall, subject to Article 69, take steps to revise the work and report back at the next National Executive Council Meeting.

16. To **add** to the end of section 101 “as long as such regulations shall not be inconsistent with these Articles or the Rules”. This clarifies that the Trustees cannot alter the articles of association without National Conference approval.
17. [To clarify the position around conflicts of interest] to **replace** section 102 with the following:

Conflicts of Interest

102. Subject to Article 102.5, whenever an Officer, Committee Member or Trustee has a Personal Interest in a matter to be discussed at a meeting, and whenever an Officer, Committee Member or Trustee has an interest in another organisation whose interests are reasonably likely to conflict with those of the National Union in relation to a matter to be discussed at a meeting, she must:

- 102.1 declare an interest before discussion begins on the

matter;

102.2 withdraw from that part of the meeting unless expressly invited to stay;

102.3 in the case of Personal Interests, not be counted in the quorum for that part of the meeting; and

102.4 in the case of Personal Interests withdraw during the vote and have no vote on the matter and Article 102 shall apply in particular to any matter that may directly or indirectly relate to the position of an Officer Trustee who is or is to be remunerated by the National Union as an employee of the National Union.

102.5 An Officer, Committee Member or Trustee is entitled to participate in the decision-making process, to be counted in the quorum and to vote in relation to a decision that could result in the Officer, Committee Member or Trustee or any person who is connected with her receiving one of the following benefits:

102.5.1 The payment of premiums in respect of indemnity insurance effected in accordance with Article 9.26;

102.5.2 Payment under the indemnity set out at Article 114; and

102.5.3 Reimbursement of expenses in accordance with Article 10.6.

18. [To ensure the National Union meets the requirement for book-keeping] to **replace** section 106 with the following:

106. The Trustees shall comply with the requirements of the Companies Acts as to maintaining a Members' register, keeping financial records, the audit or examination of accounts and the preparation and transmission to the Registrar of Companies of annual reports, annual returns and annual statements of account.

106.1 At each annual meeting of the National Conference, the Board of Trustees shall present to the National Conference a statement of account and balance sheet for the financial year ending on the 30th June of the previous year.

19. [The Companies Act 2006 requires certain sections in the Articles of Association about electronic communication. To comply with this] to **replace** sections 109-112 with the following:

Communications by the National Union

Methods of communication

109. Subject to the Articles and the Companies Acts, any Document or information

(including any notice) sent or supplied by the National Union under the Articles or the Companies Acts may be sent or supplied in any way in which the Companies Act 2006 provides for Documents or information which are authorised or required by any provision of that Act to be sent or supplied by the National Union, including without limitation in Hard Copy Form, in Electronic Form, or by making it available on a website.

109.1 A Document or information may only be sent or supplied in Electronic Form or by making it available on a website if the recipient has agreed that it may be sent or supplied in that form or manner or is deemed to have so agreed under the Companies Acts (and has not revoked that agreement).

109.2 Subject to the Articles, any notice or Document to be sent or supplied to a Trustee in connection with the taking of decisions by Trustees may also be sent or supplied by the means which that Trustee has asked to be sent or supplied with such notices or Documents for

the time being.

Deemed delivery

110. A Member present in person or by proxy or via their authorised representative if a Corporate Member at a meeting of the Members shall be deemed to have received notice of the meeting and the purposes for which it was called.

110.1 Where any Document or information is sent or supplied by the National Union to the Members:

110.1.1 Where it is sent by post it is deemed to have been received 48 hours (including Saturdays, Sundays, and Public Holidays) after it was posted;

110.1.2 where it is sent or supplied by Electronic Means, it is deemed to have been received on the same day that it was sent; and

110.1.3 Where it is sent or supplied by means of a website, it is deemed to have been received:

(a) When the material was first made available on the website; or

(b) If later, when the recipient received (or is deemed to have received) notice of the fact that the material was available on the website.

110.2 Subject to the Companies Acts, a Trustee or any other person may agree with the National Union that notices or Documents sent to that person in a particular way are deemed to have been received within a specified time, and for the specified time to be less than 48 hours.

Failed delivery

111. Where any Document or information has been sent or supplied by the National Union by Electronic Means and the National Union receives notice that the message is undeliverable:

111.1 If the Document or information has been sent to a Constituent Member or Trustee and is notice of a Company Law Meeting of the National Union, the National Union is under no obligation to send a Hard Copy of the Document or information to the Constituent Member's or Trustee's postal address as shown in the National Union's register of members or Trustees, but may in its discretion choose to do so;

111.2 in all other cases, the National Union shall send a Hard Copy of the Document or information to the Member's postal address as shown in the National Union's register of Members (if any), or in the case of a recipient who is not a Member, to the last known postal address for that person (if any); and

111.3 The date of service or delivery of the Documents or information shall be the date on which the original electronic communication was sent, notwithstanding the subsequent sending of Hard Copies.

Exceptions

112. Copies of the National Union's annual accounts and reports need not be sent to a person for whom the National Union does not have a current Address.

112.1 Notices of Company Law Meetings need not be sent to a Constituent Member who does not register an Address with the National Union or who registers only a postal address outside the United Kingdom, or to a Constituent Member for whom the National Union does not have a current Address.

20. [This clause deals with the process of assets if the National Union of Students is ever wound up]. To **add**

Liability of Constituent Members

113. The liability of each Constituent Member is limited to £1, being the amount that each Constituent Member undertakes to contribute to the assets of the National Union in the event of its being wound up while it is a Constituent Member or within one year after it ceases to be a Constituent Member, for:

- 113.1 payment of the National Union's debts and liabilities contracted before it ceases to be a member;
- 113.2 payment of the costs, charges and expenses of winding up; and
- 113.3 adjustments of the rights of the contributories among themselves.

21. [This section allows NUS to appoint a company secretary if it wishes] To **delete** sections 116 -123 and **add**:

Secretary

117. A Secretary may be appointed by the Trustees for such term, at such remuneration and upon such conditions as they may think fit, and may be removed by them. If there is no Secretary:

- 117.1 anything authorised or required to be given or sent to, or served on, the National Union by being sent to its Secretary may be given or sent to, or served on, the National Union itself, and if addressed to the Secretary shall be treated as addressed to the National Union; and
- 117.2 Anything else required or authorised to be done by or to the Secretary of the National Union may be done by or to a Trustee, or a person authorised generally or specifically in that behalf by the Trustees.

22. To create 2 sections to prevent invalidation of proceedings by technical issues and expressly say that the 2006 models do not apply to NUS] to **add**:

Irregularities

118. The proceedings at any meeting or on the taking of any poll or the passing of a written resolution or the making of any decision shall not be invalidated by reason of any accidental informality or irregularity (including any accidental omission to give or any non-receipt of notice) or any want of qualification in any of the persons present or voting or by reason of any business being considered which is not specified in the notice unless a provision of the Companies Acts specifies that such informality, irregularity, want of qualification or lack of specification shall invalidate it.

Exclusion of model articles

119. The relevant model articles for a company limited by guarantee are hereby expressly excluded.

23. [The rules of Company Law meetings are below. They outline the procedures for meetings. Unusually they require that any resolution to change the articles requires National Conference to pass the resolution]. To **add**.

Company Law Meetings

120. The Trustees may call a Company Law Meeting at any time.

121. The Trustees must call a Company Law Meeting if required to do so by the Constituent Members under the Companies Acts.

122. A Company Law Meeting will only be required where the National Union wishes to pass a company law resolution (other than by way of written resolution) in accordance with the Articles and/or the Companies Acts, for example a resolution to amend the Union's Articles of Association.

Calling and holding Company Law Meetings

123. A Company Law Meeting of the National Union shall be called and held in accordance with the Companies Acts, these Articles and the Rules.

Quorum for Company Law Meetings

124. No business (other than the appointment of the chair of the meeting) may be transacted at a general meeting Company Law Meeting unless a quorum is present.

125. The quorum shall be [20%] of the total Constituent Membership (represented in person, via an authorised representative in the case of a Corporate Member or by proxy). (If two or more persons are authorised representatives of the same Corporate Member they shall together count as one person for the purposes of this Article).

125. [If a quorum is not present within half an hour from the time appointed for the meeting, the meeting shall stand adjourned to the same day in the next week at the same time and place, or to such day, time and place as the Trustees may determine, and if at the adjourned meeting a quorum is not present within half an hour from the time appointed for the meeting those present and entitled to vote shall be a quorum.]

Chairing Company Law Meetings

126. The National President or in his or her absence some other member of the National Executive Council [nominated by the Trustees] National President shall preside as chair of every Company Law Meeting.

127. If neither the National President nor any member of the National Executive Council nominated in accordance with Article 126 is present within fifteen minutes after the time appointed for holding the meeting and willing to act, the Constituent Members present in person, or via their authorised representative if a Corporate Member, or by proxy and entitled to vote must choose one of the Constituent Members or authorised representatives of a Corporate Member present in person to be chair of the meeting. For the avoidance of doubt, a proxy holder who is not a Constituent Member or authorised representative of a Corporate Member entitled to vote shall not be entitled to be appointed chair of the meeting.

Voting at Company Law Meetings

128. A resolution put to the vote of a Company Law Meeting must be decided on a show of hands unless a poll is duly demanded in accordance with the Rules.

129. On a vote on a resolution at a meeting on a show of hands, unless a poll is duly demanded, a declaration by the chair of the meeting that the resolution:

- 129.1 has or has not been passed; or
- 129.2 passed with a particular majority is conclusive evidence of that fact without proof of the number or proportion of the votes recorded in favour of or against the resolution. An entry in respect of such a declaration in minutes of the meeting recorded in accordance with Article 103 is also conclusive evidence of that fact without such proof.

Votes on a show of hands

130. On a vote on a resolution which is carried out by a show of hands, the following persons have one vote each:

- 130.1 Each Constituent Member present in person;
- 130.2 Each proxy present who has been duly appointed by one or more persons entitled to vote on the

National Conference 2011 | Resolutions

resolution; and

130.3 each authorised representative of a Corporate Member present; provided that if a person attending the meeting falls within two or more of the above categories, she is not entitled to cast more than one vote but shall instead have a maximum of one vote.

Votes on a poll

131. On a vote on a resolution which is carried out by a poll, the following persons have one vote each:

131.1 Every Constituent Member present in person;

131.2 Every Constituent Member present by proxy; and

131.3 Every authorised representative of a Corporate Member (subject to Article 132) present.

132. On a vote on a resolution at a meeting which is carried out by a poll, if more than one authorised representative of a Corporate Member purports to vote on behalf of the same Corporate Member:

132.1 If they purport to vote in the same way, they will be treated as having cast one vote between them; and

132.2 If they purport to vote in different ways they are treated as not having voted.

General

133. In the case of an equality of votes, whether on a show of hands or on a poll, the Chair of the meeting shall not be entitled to a casting vote in addition to any other vote he or she may have.

Amendments to resolutions

134. An ordinary resolution to be proposed at a Company Law Meeting may be amended by ordinary resolution if:

134.1 notice of the proposed amendment is given to the Union in Writing by a person entitled to vote at the Company Law Meeting

at which it is to be proposed not less than 48 hours (excluding Saturdays, Sundays and Public Holidays) before the meeting is to take place (or such later time as the chair of the meeting may decide); and

134.2 The proposed amendment does not, in the reasonable opinion of the Chair of the meeting, materially alter the scope of the resolution.

135. A special resolution to be proposed at a Company Law Meeting may be amended by ordinary resolution, if:

135.1 The chair of the meeting proposes the amendment at the Company Law Meeting at which the resolution is to be proposed; and

135.2 The amendment does not go beyond what is necessary to correct a grammatical or other non-substantive error in the resolution.

136. If the chair of the meeting, acting in good faith, wrongly decides that an amendment to a resolution is out of order, the chair's error does not invalidate the vote on that resolution.

Written resolutions

137. The Constituent Members may pass resolutions as written resolutions in accordance with the Companies Acts and the Rules.

24. To define clearly who can interpret the articles of association by **adding**

Interpretation

138. If a question as to the meaning and effect of the Articles or the Rules arises during a meeting of the National Conference or a Company Law Meeting of the

National Union, that question shall be decided by the Chair. The decision as to whether or not a question relates to the meaning and effect of the Articles or the Rules shall also be decided by the Chair. Subject to Article 140, the decision of the Chair in both these cases shall be final and shall not be open to challenge.

139. All matters relating to elections including the meaning and effect of any part of the elections Rules shall be decided by the Chief Returning Officer. Whether or not a particular rule is one relating to elections shall be decided by the Chief Returning Officer. In all such matters, the decision of the Chief Returning Officer shall be final and shall not be open to challenge.

140. If there is a dispute as to the interpretation of any part of the Articles or the Rules, the ruling of the President shall be sought. If there is a challenge to the President's ruling, the decision shall be referred to the National Executive Council. If there is a challenge to the National Executive Council's ruling, the decision of the National Conference shall be final.

25. To define the rules concerning amending the articles by **adding**

Amendments to the Articles

141. The Democratic Procedures Committee shall review these Articles every three years, with effect from the date that these Articles of Association come into effect, and they may review them at more frequent intervals if considered appropriate.

142. An amendment to the Articles shall require the following:

142.1 The circulation by a Constituent Member, the Board of Trustees or the Democratic Procedures Committee of a proposal to amend the Articles to all the Constituent Members (the "Proposal");

142.2 A period of time (as set out in the Rules) during which any amendments to the Proposal may be submitted to the Democratic Procedures Committee;

143.3 A special resolution of the Constituent Members approving the Proposal (and either accepting or rejecting any amendments to the Proposal); and

142.3 A resolution passed at a meeting of the National Conference by a two thirds majority vote approving the Proposal (and either accepting or rejecting any amendments to the Proposal), as long as the resolution to approve the Proposal shall have been circulated by the Democratic Procedures Committee to all the Constituent Members along with the other proposals for that meeting of the National Conference.]; and

142.4 A special resolution of the Constituent Members making the amendments to the Articles that have been approved by resolution of the National Conference in accordance with Article 142.3.

26. To resolve a formatting error in 9.26 by deleting it and **replacing** it with the following 2 clauses

9.26 pay out of the funds of the National Union the cost of any premium in respect of any indemnity insurance to cover the liability of the Trustees (or any of them) which by virtue of any rule of law would otherwise attach to them in respect of any negligence, default, breach of trust or breach of duty of which they maybe guilty in relation to the National Union provided that no such insurance shall extend to any claim arising from any liability incurred by the Trustees to pay a fine imposed in criminal proceedings; or a sum payable to a regulatory authority by way of a penalty in respect of non-

National Conference 2011 | Resolutions

compliance with any requirement of a regulatory nature (however arising); any liability incurred by the Trustees in defending any criminal proceedings in which the Trustees are convicted of an offence arising out of any fraud or dishonesty, or wilful or reckless misconduct;
9.27 form a charity or charities with identical or similar objects to the National Union and transfer to it or tem assets and liabilities of the National Union;

27. To renumber all sections as required
28. To empower DPC to update the index of definitions as required
29. To add to the index of definitions:

“Company Law Meeting” | a general meeting of the Company Law Members of the Union for the purposes of the Companies Acts;
“Company Law Members” | members of the National Union for the purposes of the Companies Acts;

Keeping NUS Elections for Students

Conference notes

1. That a key purpose of the Governance review was to distinguish between elected students and appointed non students. Whilst that applies to most parts of NUS a few parts were missed.
2. That it is currently possible for non students to (re)stand for election to a committee, diminishing opportunities for current students.
3. That NUS should be student led at all levels.
4. Those positions on NUS committees should be for students unless specifically designed otherwise, such as the lay members of Zone Committees.
5. Non student committee members should not receive automatic recognition as members and eligibility for election to committees.
6. Where lay members are appointed it should only be based on their skills and be supported by the NUS Nominations committee.
7. Article 522 represents best practice for committees by clearly limiting number of elected terms in office of individual committee members to two terms and should be applied to all committees.

Conference resolves

1. To add the following to the NUS rules.

633 No committee member shall serve more than two elected terms on the same committee, either consecutive or non-consecutive. For the avoidance of doubt this includes positions filled by job share or by-election. Additionally, for the avoidance of doubt, this does not apply to members of the National Executive appointed by election from a Student Section or a Liberation Campaign or any Full Time Officer.

634 No term of office will be longer than 2 years in any committee position.

2. For this to apply retrospectively to all committee members currently in positions across the organisation.
3. To promote the NUS elections more effectively so students' union officers and students know they are happening

FE Representation

Conference Believes

1. NUS membership affiliation is predominately FE. Currently FE representation is not as high as it should be; this is in part due to financial constraints experienced by FE Students' Unions.
2. City College Norwich Students' Union believes that this will promote and encourage more FE participation with NUS activities and events across the board; thus giving fairer representation throughout NUS.

Conference Resolves

1. In line with the Union Development Zone Committee recommendations (503, Conference Resolves .4) it is proposed that the NUS Zone article in Articles of Governance and Rules is amended from:

801c: Five individual members elected by and at higher Education Zone Conference, where except for the Further Education Zone Committee and the Higher Education Zone Committee at least one of which must be from the FE Sector. In the case of the FE and HE committees all of the individual members must be from the relevant sector.

To:

801c: Five individual members elected by and at Zone Conference, where except for the Further Education Zone Committee and the Higher Education Zone Committee at least two of which must be from the FE sector. In the case of the FE and HE Committees all of the individual members must be from the relevant sector.

Putting FE Into NUS Democracy

Conference Believes

1. That NUS democratic events involve a lot of documents.
2. That information for such events is found online.
3. The vast majority of FE officers are part-time volunteer
4. That FE unions are usually underdeveloped, especially in comparison to HE unions.
5. That only a minority of FE unions are represented on Conference floor.
6. That NUS National Conference has too much paperwork that is complex
7. That many FE delegates are unaware of what paperwork is vital to understanding what's going on at Conference (e.g. CD10).
8. That many FE Officers do not have training on motions and policy.
9. That many FE unions are not aware of how they submit motions and are not aware of the motions deadline until it is too late.
10. That many motions are about issues that many FE delegates are unaware of.
11. That many FE unions have been allocated incorrect delegate entitlements and are often unaware of this.
12. That many FE delegates will not have looked at any of these documents online prior to attending.
13. That many FE delegates do not know these documents exist until they arrive.
14. HE delegates are more likely to have experienced officers to rely on for support whereas FE delegates are less likely to.
15. That this hinders the ability of NUS to properly represent FE students.

Conference resolves:

National Conference 2011 | Resolutions

1. To provide more support to FE delegates who attend.
2. To provide a "FE friendly" pack for all FE unions to be sent to them via post or email in November.
3. That this pack will include (but is not limited to) a simplified version of delegate entitlements, what motions, amendments and policies are and how to submit them, what Zone reports and policy recommendations are and who they can contact for support.
4. That this pack should also include why it is important for unions to send delegates, the cost of sending delegates and safeguarding information.
5. That FE specific evaluation forms are introduced so NUS can monitor more closely how accessible democratic events are for FE in order to continue to break down barriers.
6. That these evaluation forms are also given to those who register delegates for conference (e.g. SSLOs).

NEC off the stage

Conference Believes

1. That NEC currently sit on the stage at NUS National Conference
2. That there is a necessity to be able to hold NUS NEC to account

Conference Further Believes:

1. That the NEC executes an excessive amount of influence by sitting on the stage
2. That we are in a new era of technology and there are many ways of recording votes electronically.
3. That to rent this technology is a little cost compared to the benefit of a full voting record of the NUS NEC.

Conference Resolves:

1. That the NUS NEC will no longer sit on the stage
2. That in order for the NUS NEC to be held to account they will vote with electronic pads registered to each person.
3. That the NUS NEC's electronic voting records should be published as frequently as possible throughout the conference.
4. That the NUS should explore the possibility of rolling out using voting pads at all NEC meetings.

Policy prevented from Lapsing

Nursing Students and Academic Failure

Conference Believed:

1. The marketisation of education lies at the heart of the existing variable fees model and must be stopped at all costs.
2. NUS needs a clear and positive set of alternatives to the current model.
3. For NUS to make a successful impact on the 2009 review, NUS will need to coordinate an innovative campaign that engages more students than ever before and combines traditional campaigning tactics and lobbying with modern media to ensure a fairer funding system.

Conference resolved:

1. Build a broad coalition including students, lecturers, trade unions, MPs from all parties and the media.

2. Establish a war chest to fundraise for the campaign seeking sponsorship and encouraging students' unions to hold fundraising events to fund our campaign.
3. Hold a National Demonstration to coincide with any Parliamentary efforts to lift the cap and spread the marketisation of education.
4. Coordinate mass campus action around the review and the resulting debate in Parliament, including debates, stunts, protests and other creative activity.
5. Organise a series of town hall rallies to apply pressure on MPs to defend students' interests in the review.
6. Coordinate strong FE involvement in the campaign, encouraging HE and FE students' unions to hold joint events, focussing on future students and how they will be affected by the funding debate.
7. Hold debates in the nations about the impact of the Westminster debate on Scotland, Wales and Northern Ireland and support CMs to engage in mass campaigning and lobbying their MPs.
8. Coordinate a mass local and national media campaign.
9. Build a tracking website highlighting MP's position on the review and publicising their voting records.
10. For NUS to maintain its principled commitment to the public value and public funding of education.
11. NUS should adopt the following principles to develop alternatives for the 09 review:
 - a. The expansion of higher education is necessary to ensure social justice and economic prosperity; the diversity of our mass higher education system is to be welcomed and must be funded accordingly.
 - b. The state should increase its contribution from general taxation to match the OECD average.
 - c. Business should pay more for the benefits from HE through a structured contribution through the taxation system
 - d. Any graduate contribution should be income-contingent and linked to earnings, not prices.
 - e. Student Loans must not have commercial interest rates attached to them.
 - f. Student support should be based on what students need, not where they study i.e. a national bursary scheme to cover living costs
 - g. The costs of part-time undergraduate tuition should be collected on the same basis as full-time undergraduate tuition and part-time student support should be equivalent to that offered to full-time students.
 - h. There should be further reviews of international and postgraduate fees and a review of postgraduate support.

For Campaigning and Inclusive Unions

Conference Believed:

1. Representation and campaigning on behalf of students' interests are central roles of students' unions.
2. In recent years students have been at the heart of campaigning – for example in the peace, trade justice and environmental movements.
3. NUS has an important role to play in involving these students, in giving students' unions a lead on campaigning priorities and supporting them to run effective campaigns.

National Conference 2011 | Resolutions

4. Confusion about 'ultra-vires' often deters student unions from participating in campaigns.
5. Students' unions should be run by students. Institutions should not attempt to take them over or remove elected representatives or prevent student societies being established as has happened in several colleges in recent years.
6. To function independently, students' unions should be guaranteed a fixed minimum proportion of their institution's government funding.
7. The student movement is strongest when involving all sections of its membership. NUS liberation campaigns play an important role in ensuring proper representation and in challenging discrimination and must be defended.
8. Student unions should establish liberation campaigns on campus. Campaigns such as those calling for 'Liberation in every union' should be fully supported.
9. Students' Unions, NUS, AMSU and NUSSL events must all operate under a "safe space" policy, cemented by a strong equal opportunities policy.
10. The diverse religious and cultural identities of students should be respected with proper provision of services including Halal and Kosher food, prayer facilities and non-alcoholic space.
11. Students' unions should set an example by leading on action to tackle climate change and reduce their carbon footprint.
12. FE students are often disenfranchised by the lack of a student union or proper student representation.
13. The timing of student union events is one of the major barriers to participation and one that can be easily overcome with proper planning
14. 88% of students' unions have lobbied their institution on environmental issues during 2006/7
15. 75% of students' unions have an active environmental society
16. Over half of students' unions have a representative for environmental issues
17. 33% have a register of applicable environmental legislation
18. 31% of students' unions have a recycling scheme in place for plastic bottles
19. 24% of students' unions are supplied with at least 50% renewable energy
20. 12% of students' unions have produced a publicly accessible environmental report within the last 12 months
21. The operations of NUS and many Students' Unions are incredibly wasteful and carbon-intensive
22. NUS has an agenda to develop and champion activists within the student movement and provide leadership and opportunities to get involved.
23. That all environmental issues have been dumped within the Society & Citizenship zone, and this is not fair
24. NUS' Fifth Strategic Objective, 'Ensuring the health of the organisation,' 'Greening NUS' will move NUS from a deficit position on environmental issues

Conference Further Believed:

1. NUS already sends out a religious festivals calendar but this is not as effective as it could be as continued clashes occur
2. The best examples of good practice around catering for religious minorities come in those student's unions that consult openly and honestly with their faith societies

3. Our generation carries a great responsibility. If we are to avert the worst effects of climate change we must take radical action now.
4. The student movement has an impressive history of campaigning against national and international injustice and has made some great wins.
5. Action on climate change has been an issue that has united thousands of students across the country who feel passionately about the environment, but NUS has not represented this or provided a forum in which these issues can be debated and acted upon.
6. That one indicator of a strong and active students' union is its commitment to environmental issues

Conference Resolved:

1. Re-affirm support for NUS Liberation campaigns, defend their autonomy and resources.
2. Work with religious and cultural student bodies to ensure events are timed appropriately, with necessary prayer facilities and food provision.
3. Support students' right to organize on campus. Oppose measures that unfairly stigmatise any group of students or restrict their legitimate activities.
4. Support initiatives such as Student Go Green week, organized by People and Planet and the Mayor of London; work with NUSSL's Sound Impact programme to encourage students' unions to improve their environmental performance.
5. Support the VP Further Education in campaigning for improved student union representation in FE.
6. Campaign for student unions to be guaranteed a fixed minimum proportion of their institution's government funding.
7. All NUS and NUSSL events shall abide by a Safe Space Policy, drawn up by the NEC, with direct input from all the Liberation Campaigns, which shall include strict guidance (and not be limited to) on appropriate social events, which shall not include the objectification of women, contain homophobic innuendo or be inaccessible by disabled students.
8. Where an event has alcohol present, there shall be a suitable non-alcoholic alternative offered at the same level.
9. There is no place for sexism in our students' union!
10. Organisation or events, which break this policy, shall be condemned and exposed and ultimately the NEC shall consider boycotting them.
11. AMSU shall be encouraged to support this policy and promote it within Constituent Members and their own organisation and mailing lists.
12. For NUS to consult with the representative student faith groups on how the current system can improve
13. NUS to send out the religious festivals calendar as early as practicably possible for 2008 to give Student Union's the maximum amount of time to organise for freshers' events.
14. For the National Secretary to attach a letter to the religious festivals calendar with best practise guidelines and the contacts of the major student faith groups
15. That NUS needs to grab the agenda and provide leadership on communication, targets, research and policy.
16. That NUS needs to take the lead in creating a think-tank on climate change for the Further and Higher Education sector, bringing together the relevant bodies within the sector.
17. That NUS continues to endorse the Sound Impact Awards as a fantastic tool to improve the environmental practices of students' unions

National Conference 2011 | Resolutions

18. That we celebrate the success of the 2007 Sound Impact Awards Scheme where Loughborough, Goldsmiths and Queen Mary's achieved the Gold Award
19. NUS works with the EAUC and all other relevant organisations to improve the sustainability of colleges, directly impacting upon students' unions in FE
20. NUS will systematically reduce its own carbon emissions as an organisation

Students with children and caring responsibilities

Conference Believed:

1. Despite the fact that student parents constitute a huge proportion of the student demographic, we often can't turn up to SU meetings/activities to make our voice heard due to a lack of family-friendly resources in SUs.
2. Some of student parents access needs can be easily and cheaply remedied by provision of simple facilities e.g highchairs and toys in cafes, baby changing facilities, a private area to breast feed.
3. Student mothers are doubly hit in terms of our tuition fees, as after having children women are more likely to do part time paid work (or no paid work at all) than before we had children. So it will take us longer to pay back our fees.
4. That there are a large number of student parents at Colleges and Universities across the UK – but we don't know exactly how many because the data is not collected nationally for some institutions
5. That practises vary a great deal across the FE and HE sector and that student parents' experiences vary from fantastic (sometimes) to horrific
6. That NUS has worked with NIACE and 4Children this year on a national research project to identify problems within the sector, the scale of them, and to enable us to come up with demands for Government and for Institutions
7. That the Women's Campaign and the Welfare Zone have teamed up on this campaign
8. Student Parents are an important part of our unions, however they consistently find barriers to accessing both education services and students' unions' facilities and democracy.
9. If the financial and childcare burdens of mature students could be alleviated then it would leave to less mature students leaving education, and also allow for more interaction with their Student Unions.

Conference Further Believed:

1. That Student Parents are an asset to British institutions, to the British economy, and to local and national communities – and are essential if the Government are to reach their literacy, numeracy, and FE & HE targets.
2. That children of students should not be discriminated against because their parents are learning or training
3. That Student Parents should never be forced to live in poverty whilst studying
4. That the Government, Universities, and Colleges have a clear responsibility to work together to make sure that Student Parents receive good treatment across the sector

Conference Resolved:

1. To work with Trade Unions, childcare organisations and others to lobby the Government hard on this issue
2. For the VP Welfare to work with the National Women's Officer to come up with a lobbying strategy – involving external organisations, and including a press strategy – to get this show on the road!
3. To campaign for the rights of student parents in accessing education and accessing their students' unions, producing a "Student Parents in the Union" guide including advice on removing barriers to democratic participation.
4. Run an awareness campaign celebrating diversity of student parents, challenging false media conceptions of student motherhood with wide ranging images of student mums e.g. drag kings, disabled students, older women.
5. Campaign for crèche facilities to be available at every union/college for children from 3 months and be open the same hours that the library is.
6. Campaign for highchairs in every union, college restaurant, and bar
7. Source information for CMs on manufacturers and installers of baby changing facilities and write a briefing for CMs about their responsibilities of provision of facilities required by law and government regulations, including the Equality Act Regulations.
8. For a realistic grant to be awarded to student parents and carers to cover their childcare costs while studying, or volunteering for the union.
9. Provide a briefing pack and training sessions on student parent needs
10. Campaign for a caring responsibilities rep in every union.
11. Lobby for a student parent voice as part of the Children's Plan.

End Child Poverty

Conference Believed:

1. The number of people living in poverty doubled between 1979 and 1999 – almost 13 million people in Britain still live below the poverty line. (Source: End Child Poverty)
2. Children have replaced pensioners as the most 'at-risk' group – there are now 3.8 million children living in poverty (1 in 3) with even higher rates in urban areas like London and Manchester. (Source: End Child Poverty)
3. Poverty experienced during childhood has a lasting impact, often setting in a spiral of social exclusion, problems with education, employment, physical and mental health.
4. Child poverty has a direct impact on access to Further and Higher Education. Children who grow up in poverty are more likely to leave school without qualifications.

Conference Further Believed:

1. That the Government has pledged to half child poverty by 2010 and eradicate it by 2020.
2. That the Government is in danger of missing these targets. End Child Poverty is a broad coalition that campaigns to ensure that government adopts policies to effectively tackle child poverty.

Conference Resolved:

National Conference 2011 | Resolutions

1. To become an Associate Member of the End Child Poverty coalition at a cost of £100.
2. To play an active part in the campaign to End Child Poverty, highlighting the effects of child poverty on society and access to Further and Higher Education as well as the poverty and hardship faced by many student parents and their children as part of the coalition.

Challenging Racism on campus and in our communities

Conference Believed:

1. Racism continues to rise across society, jeopardising the safety of all Black, Muslim and Jewish students. Last year, racially or religiously aggravated offences increased by 12%. The racist murder of students like Anthony Walker remain a stark reminder of the threat to students. Every racist attack must be condemned and students' unions should take steps to prevent them and support their victims.
2. The fascist British National Party (BNP) has gained record electoral support on the back of growing racism in recent years and has sought a number of high profile debates on campuses, to extend its influence amongst students. The BNP stands in the tradition of Hitler's Nazis, seeks an all-white Britain, denies the Holocaust and its members are often linked to violence.
3. Recent attacks on multiculturalism (the right to live as you choose as long as you do not infringe on others' rights) have demonstrated particular hostility to Muslim communities the freedom to dress as you choose is a basic civil right. Students of all faiths and none have the right to organise through student societies.
4. Continuing calls for Asian and Muslim students to be spied upon are opposed by UCU, will add to discrimination and undermine work with all communities to isolate those who support terrorism. Students' Unions should help foster unity and co-operation with their faith societies.
5. New legislation further restricting immigration rights is likely to stoke racist attitudes and make the lives of student asylum seekers like Flores Sukula, and international and migrant students more difficult.
6. A number of worrying trends are developing nationally, which have their root in racist policy and rhetoric of the government and media.
7. These include Islamophobic scapegoating, the tendency to "blame the victims" around issues such as gun and knife crime, and a subsequent growth of support for fascist organisations like the BNP.
8. Much of the debate and discussion on crime and violence has revolved around the African-Caribbean community, with the use of phrases such as "black on black" crime, coupled with the idea that many black families are dysfunctional.
9. In December, think-tank Policy Exchange's report alleging widespread extremism in mosques was proven largely fraudulent.
10. Recent calls, including by Government ministers, to extend arbitrary stop-and-search powers for the Police would represent a disastrous reversal of efforts in the last decade to root out institutional racism.
11. Many universities and colleges fail to meet their requirements under the Race Relations (Amendment) Act to actively challenge racism.

12. A major part of the battle against racism involves unity and mass involvement amongst the student body. This has been embodied in the campaigns and events run by Love Music Hate Racism (LMHR).

Conference Further Believed:

1. That with the issue of gun and knife crime it is essential that we are looking at, and targeting, the root causes of the problem: social deprivation, poverty, school exclusions and racism.
2. That the anti-Islamophobia policy passed at last year's conference was a progressive step forwards, but we need to ensure that it is acted on whenever necessary.
3. The latest government guidelines regarding 'extremism' on campus have raised concerns that Muslims are being singled out and essential facilities like prayer rooms are threatened.
4. Organisations including the Muslim Council of Britain with the TUC, have worked hard to challenge the discrimination that stops people playing a full role in society.

Conference Resolved:

1. Continue supporting Unite Against Fascism, maximise student opposition to the BNP at May's London Assembly and local elections and support no platform for fascists.
2. Support Rise Against Racism initiatives organised by Student Assembly Against Racism, Mayor of London and NUS Black Students Campaign.
3. Work with the Muslim Council of Britain and others to campaign against Islamophobia and the demonisation of the Muslim community.
4. Oppose attacks on civil liberties, cultural and religious freedoms including the right to wear religious symbols.
5. Encourage students' unions to become hate crime reporting centres.
6. Work with NUS Black Students' Campaign to ensure colleges/universities implement the RRAA and anonymous marking.
7. Work with Student Action for Refugees and others opposing the deportation of student asylum seekers
8. To support the NUS Black Students Campaign in their campaign around issues of gun and knife crime
9. To affiliate to Love Music Hate Racism

Conference Believed:

1. The British National Party (BNP) is a fascist organisation standing in the tradition of Hitler. Fascism stands for the extermination of Jewish, Black, LGBT and disabled communities, and political opponents, and the destruction of democracy and human rights.
2. The BNP has 47 councillors and hopes to make further gains, including in the London Assembly, on May 1st.
3. Rising racism is fuelling the BNP's growth. Where they are active racist attacks increase.
4. The BNP are targeting campuses: including at the Oxford Union last November, when thousands of students protested against BNP leader Nick Griffin's invitation to speak.

Conference Further Believed:

1. All who value democracy and multiculturalism should work to defeat the BNP.
2. Unite Against Fascism (UAF) is a national campaign to defeat the BNP by challenging the racism on

which it feeds and uniting Black, Jewish and Muslim communities, LGBT and disabled people, Trade Unions, students and others.

3. By keeping campuses Nazi-free and mobilizing the anti-fascist vote, students can play a key role against the BNP.
4. No platform for fascists prevents the BNP gaining the credibility and publicity they crave. Following Oxford, some students' unions have seen their No Platform policies threatened or have sought to implement them.

Conference Resolved:

1. To support students facing fascist activity on campus.
2. To reaffirm our 'no platform policy' against the BNP and help students' unions enact their own by co-ordinating a No Platform speaker roadshow with UAF

Spying on Campus

Conference Believed:

1. A nefarious link has been made between the social and political activism of Muslims on campus and threat to homeland security.
2. The Social Affairs Unit released a report alleging that some British universities "may have become, and may still be, safe havens for terrorist ideas and recruits."
3. The Terrorism Bill 2005 has been condemned by civil libertarian groups, human rights activists and by University Colleges Union (UCU) as an unjustified restriction on academic freedom.
4. Islamophobic policies, religious profiling and bans on religious clothing are being implemented by universities in the name of security.
5. Political activism and the right to peaceful protest and engagement are being threatened, and current 'anti-terror' legislation has been abused to curtail those rights.

Conference Further Believed:

1. Political activism on campus should be endorsed and encouraged.
2. MI5, Special Branch and the police have been actively spying, harassing and intimidating students on campus.
3. Special Branch sought to recruit numerous members of Islamic Societies on campuses
4. Following calls on universities to crack down on "extremism" and spy on students, and the creation of CampusWatch, more Muslim students will become victims of harassment by Special Branch leading to fewer Muslim students becoming involved in Islamic Societies, Students' Unions or any political societies.
5. Islamic Societies, that throughout the country have championed human rights, community improvement, social dialogue and engagement, are an integral part of the student community and a mechanism towards social cohesion

Conference Resolved:

1. That the NUS president writes a letter to the police, MI5 and home office opposing the anti-terror legislation and spying on campuses.
2. The NUS reaffirm the right of freedom of expression and provide free guidance literature to students,

advising how to act if approached by security services

3. That NUS start a new campaign called 'War on Terror Week' to highlight the effects of such draconian anti-terror laws that exist in the UK.
4. That NUS start a new campaign called 'Stop Spying on our Campuses' to highlight the effects of such draconian anti-terror laws that exist in the UK. It will do this through a national campaign and provide materials and support to Students Unions

Don't Attack Iran

Conference Believed:

1. Students have made up the backbone of the anti-war movement since the invasion of Iraq in 2003, highlighted by the fantastic student turnout on the NUS-backed Stop the War demonstration on 8 October 2007.
2. There are indications that a military attack on Iran has been planned and could be executed before George Bush leaves office in 2008 and that this military attack would target Iranian military, economic and civilian infrastructure and might include the use of tactical nuclear strikes.
3. The IAEA has found no evidence of a weaponisation programme in Iran and the US intelligence has estimated that Iran is at least 10 years away from obtaining a nuclear weapon. However the US, supported by the UK and France, is insisting Iran cease uranium enrichment or face more sanctions. The military option is still kept ominously open.
4. The "war on terror" has been a disaster for the peoples of Iraq and Afghanistan with up to a million people killed in Iraq alone, and over a million people died as a result of sanctions on Iraq.
5. As the nuclear accusations begin to lose credibility, the US has been systematically attempting to implicate Iran in Iraq's problems, to extend the war across the border.

Conference Further Believed:

1. That The Stop the War Coalition has been at the forefront of preventing an attack on Iran
2. Sanctions hurt ordinary people, damage their economic and civil institutions and are a prelude to war.
3. The best way to support the Iranian people is to campaign against war and sanctions.
4. The Stop the War coalition has put out a pledge to take action in the event of any escalation towards an attack on Iran.

Conference Resolved:

1. To maintain support for the Stop the War Coalition and their efforts to prevent any attack or non-military sanctions on Iran.
2. To sign the Stop the War pledge to take action against escalation towards an attack on Iran, and for such action to include occupations.
3. For the NUS to organise a first term speakers tour on Iran with the Stop the War Coalition.

National Conference 2011 | Election Results

National Executive Council

Liam Burns	NUS National President
Toni Pearce	Vice-President (Further Education)
Usman Ali	Vice-President (Higher Education)
Dannie Grufferty	Vice-President (Society and Citizenship)
Ed Marsh	Vice-President (Union Development)
Pete Mercer	Vice-President (Welfare)

Block of 15

Five Places Reserved for Further Education

Ruby Hirsch
Taylor Kane
Surya Prakash Bhatta
Mary Prescott
Joshua Rowlands

Ten General Places

Mark Bergfeld
Nes Cazimoglu
Michael Chessum
Lauren Crowley
Matt East
Aaron Kiely
Joe Oliver
Daniel Stevens
Rachel Wenstone
Stevie Wise

Student Trustees

Ilana Fenster,
Jess Green
Varinder Singh

Democratic Procedures Committee

Marcus Crawley
Steven Findlay
Thea Graham
Fatima Junaid
Dan Swain