

ZONE: UD RUNNING COSTS £5,500

Part One Type Expenditure
Running Costs Submission

Expenditure Type	Details and Commentary	Estimated Amount
Officer(s) Accommodation		£500
Officer(s) Travel		£2,000
Officer(s) Expenses		£500
Union Development Zone Committee Accommodation	Zone Committee members (given that dates will be published in advance of their election) will be encouraged to use the £25 overnight payment as opposed to NUS paying for hotels.	£250
Union Development Zone Committee Travel	Zone Committee travel can be booked in advance, however, meetings will be held across the UK – not necessarily London.	£1,000
Union Development Zone Committee Expenses		£250
Advisory Group/Stakeholder Group Costs	<p>The Student Development Advisory Group will consist of officers from the sports, volunteering, activities and student media background who will meet to offer advice and guidance to NUS on training and development.</p> <p>The Employability and Skills Stakeholder Group will consist of private, public and voluntary sector partners who will meet to discuss how they can assist the student movement in the field of employability work and skills.</p>	£500
Affiliations		£NIL
Publications	<p>Includes:</p> <ul style="list-style-type: none"> ○ Subscription to Third Sector Magazine ○ Training material for Policy Staff (books/magazines etc) 	£250
Sundries	Throughout the year, numerous random meetings will occur with different organisations who will add value to the student movement – the sundries budget covers these.	£250
SUB-TOTAL		£5,500

ZONE: UD AMOUNT: £1,000

Title Democracy Toolkit		
Lead Officer Ed Marsh	Lead Staff Member Al Powell & Emma Powell	Which Policy Zone(s) (if appropriate) Union Development
Which Directorate (if appropriate) Policy and Delivery	Which Department (if appropriate) Democracy and Governance	Which Strategic Theme(s)? 4 Activities and Development 5 Strong Unions
Background (including what change the project is intended to bring about or what)	<p>Insert background and context to the work here</p> <p>In an attempt to pull together a number of different pieces of work into one coherently branded project, the Democracy and Governance Unit will produce four quarterly 'democracy toolkits' which will also involve on piece of training. Applicable across all the nations, the democracy toolkit will focus primarily on higher education, however, the training event will also work for students from a further education background.</p> <p>First edition: A focus on elections (including election processes, increasing turnout, increasing involvement from different student groups and some set-piece contemporary debates in the sector around elections – "should slates be allowed" with a yes, no and conclusion argument from different people in the sector</p> <p>Second edition: A focus on democracy versus representation and how that links to structures (including a discussion about the purpose of different structures, why they exist and what purpose they serve, a history of structures in students' unions, what models work in different places and some set-piece contemporary debates in the sector around democratic structures in students' unions – "portfolio positions are out-dated" with a yes, no and conclusion argument from different people in the sector. Key to this edition will be a strong push toward the view that in order to win for students, sometimes, democracy has to come second to better representation).</p> <p>Third edition: A focus on training student representatives (including</p> <p>Fourth edition: A focus on change (including what are the big debates students' unions are facing and how they are responding, how their democracy is coping with the challenges of new members who will demand more etc etc)</p>	
Impacts on students or unions	<p>Make clear the potential impacts that the work will have here</p> <p>Increased knowledge of the issues in democracy and representation will empower students' unions to 'get on and deliver' instead of procrastinating and discussing process issues for a further twelve months.</p> <p>The democracy toolkit will work to emphasise the importance of students' unions working in a number of areas which include: liberation (enfranchising liberation groups in students' union democracy) and 'hard to reach' groups (empowering and engaging students who are ordinarily 'hard-to-reach').</p>	
Outputs & Deliverable Actions (Inputs)	<p>Make clear what will be produced or run here ; Make clear the key things that will need to be done to ensure their production or running</p> <p>Four electronic editions of the democracy toolkit, with articles, advice, reports, debates and best-practice for students' unions. A training event (which may be run within the nations) looking at creating good chairs committees (including student council). This event will be open for chairs of committees in further education.</p>	

Member Benefit Test Check	Demand Where's the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps There is a policy demand for the Chairs training which arises from a number of years worth of national conference policy. Annually, there are a number of queries on the mailbases which request "election spending", "ballot box opening hours" and other bits of completely un-useful information. The demand for the democracy toolkit, lies not in students' unions asking for something, but in that they're asking for the wrong things. With this educational series of briefings, it is intended to change the focus of students' unions in elections and more broadly democracy.	
	Design How have you or can you involve students' unions in the design of this work? Students' unions who are doing very well from all the nations will be used in the democracy toolkit.	
	Delivery How have you or can you involve students' unions in the delivery of this work The toolkit will be published online in quarterly instalments available to all students' unions around the UK in the higher education sector. Further, the training will be delivered within the nations – after NUS staff have been trained to deliver it (it can then be added to the in-house training offer).	
Success Criteria	How will we know if this has been successful? At least 30 students' unions will participate in the training around the UK At least three external organisations (like the Electoral Reform Society etc) will be involved in pulling together the toolkit and training event. 9 out of 10 people will recommend the training to a friend.	
Nations	Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project? This project will be delivered from NUS UK to all the nations.	
Direct Resource Costs and cost centre to be used Specific time and money to be expended on this £1,000 from the Union Development Zone Budget <ul style="list-style-type: none"> £1,000 to develop the training for the Chair's of Committees Event 		Indirect costs (ie others' budgets) Others' time and money to be expended on this Staff from the Democracy and Governance Unit will be asked to give time to develop and deliver training. This will include, researching and writing material as well as delivering the training within students' unions.
Key Central Services Implications Are there any implications on any of the business services or shared services, like reception, design etc? The democracy toolkit will have to be given a coherent brand, instead of the generic 'research report' template which exists already. Events will have to administer and support the bookings process for the training event.		
Attach breakdown of budget if appropriate		
Start Date September 2011		Completion Date July 2012

ZONE: UD AMOUNT: £10,000

Title NUS Student Skills Award (PILOT)		
Lead Officer Ed Marsh	Lead Staff Member Lewis Coakley	Which Policy Zone(s) (if appropriate) Union Development
Which Directorate (if appropriate) Policy and Delivery	Which Department (if appropriate) Democracy and Governance	Which Strategic Theme(s)? 2 Education 3 Fairer Society 4 Activities & Development 5 Strong Unions
Background	<p>With between 70 and 80 per cent of students stating that they are going to university to get a better job and with graduate satisfaction with employment prospects being markedly low, there is clearly work to do on the employability agenda within students' unions and universities.</p> <p>This project works across a number of strategic themes to ensure that demand from ordinary students on the ground and from employers in the field is met.</p> <p>Strategic Themes</p> <p>Education</p> <p>Through delivering training directly to students' union staff on the issue of employability, NUS will be seen to add value to students' unions in this area. By giving research and skills training we'll add to the knowledge base in organisations and develop staff more directly than ever before in this area.</p> <p>Fairer Society</p> <p>By recording data on where students volunteer, how long they volunteer there for and what they're doing as volunteers – NUS will be making a concerted effort to build a realistic picture of the immense good that students deliver on the ground around the UK. This will be a first for NUS and it is hoped that the end result for the pilot, will be a map of the UK which shows pockets of outstanding activity students undertake to build a fairer society.</p> <p>Activities and Development</p> <p>This is the core area of work for the Student Skills Award. Helping students in students' unions become more employable through the delivery of this award is a huge development task – but it is entirely achievable.</p> <p>Strong Unions</p> <p>Where students see their students' union delivering a project which directly benefits them and where students' unions are becoming stronger because they understand and work better with their members – this can only be building stronger students' unions.</p>	
Impacts on students or unions (and other key	Impact on Students (involved in the pilot)	

<p>stakeholders)</p>	<ul style="list-style-type: none"> • Students will be more confident in their employability skills • Students will understand what employers want from them in terms of generic employability skills <p>Impact of Students' Unions (involved in the pilot)</p> <ul style="list-style-type: none"> • Students' unions will report a better ability to work in the area of employability in future • Students' unions will want to carry on in the National Student Skills Award, when rolled out <p>Employers</p> <ul style="list-style-type: none"> • Employers involved in the scheme will report an ability to understand and utilise the Student Skills Award in their recruitment processes
<p>Outputs & Deliverable Actions (Inputs)</p>	<p>Make clear what will be produced or run here ; Make clear the key things that will need to be done to ensure their production or running</p> <ol style="list-style-type: none"> 1. NUS Student Skills Website built (to host the input and assessment of data for the award) 2. Assessment Guide (for staff in students' unions and universities who will act as assessors for the scheme) 3. Certificates (for students at bronze, silver and gold level) 4. Transcripts (for students detailing their skills against activity they have undertaken) 5. Skill Framework (PDF – so students can have a copy of the framework)# 6. Posters (for students' unions to display letting their students know they're a part of the pilot scheme) 7. Research packs (for assessors with information about the employability) 8. Training Event (for assessors and lead student officers) 9. Feedback events (throughout the year for assessors and lead student officers) 10. Certificates for assessors and lead student officers (to denote they're trained in administering the scheme) 11. Other events facilitated by project partners (which may include lectures, seminars and workshops supported by employers and third sector organisations who are working with NUS as part of the pilot)
<p>Member Benefit Test Check</p>	<p>Demand Where's the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps</p> <p>Within the Union Development Zone, there is a clear <i>policy mandate</i>, based on the previous four years policy to create a national volunteer accreditation scheme.</p> <p>During the first few weeks of the Officer Development Programme it was very clear that a <i>student mandate</i> existed, as many elected sabbatical officers had put employability and skill accreditation at the centre of their election manifesto.</p> <p>The research points to a clear <i>employer mandate</i> for this work, as around the UK there is an inconsistent approach to skill accreditation and a national award, ran by NUS would improve employer satisfaction in this area.</p> <p>In short, this area of work has high demand and the expectations are therefore high. It may be prudent to set aside further in-direct resource at a later date to support the functioning of this project.</p>

	<p>Design How have you or can you involve students' unions in the design of this work?</p> <p>To date, a number of consultations have occurred to ensure that the award is shaped in a way that students understand what is happening and why. Ultimately, in this area of work as the purpose is to improve the employability of students, it may be the case that students do not know what graduate recruiters are looking for and therefore, whilst it is appropriate to include students in some of the design work – it would be more beneficial to include employers in the structuring of the award. To date, NUS has met with a number of private sector and third sector organisations to ensure that the award is meeting the needs of a wide variety of groups.</p>
	<p>Delivery How have you or can you involve students' unions in the delivery of this work</p> <p>20 students' unions will be involved in the pilot (as pilot institutions), with their universities. In addition, more unions will be indirectly involved as they will have expertise and knowledge which will be beneficial to share with the rest of the organisations. Further, students' union staff are also highly involved in the design and delivery of the scheme as they will be the key contacts within students' unions who will be responsible for the ongoing operation of the scheme.</p>
<p>Success Criteria</p>	<p>How will we know if this has been successful?</p> <ul style="list-style-type: none"> • One major employer (major graduate recruiter) will have signed up to 'badge' the pilot scheme • The CBI will have signed up to 'badge' the pilot • 20 students' unions will be signed up to the pilot • Satisfaction with the training events will be over 8/10 • Over 90% of students involved would recommend the award to a friend • Funding for the national roll-out will have been secured by June 2012 • Employers will understand and want to use the scheme • A fully functional website will be in operation by January 2012 • Students involved in the scheme will perceive their employability to have improved from the beginning to the end of the scheme
<p>Nations</p>	<p>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project?</p> <p>The pilot award will be tested across the UK, in all the nations. Specifically, when choosing the pilot unions, a selection of unions from Scotland, Wales and Northern Ireland were chosen to ensure that the when the scheme rolls-out nationally, it is fully applicable in the nations. The full list of students' unions selected to be in the pilot is as follows:</p>
<p>Direct Resource Costs and cost centre to be used Specific time and money to be expended on this</p> <p>£10,000 from the Union Development Zone Budget</p> <ul style="list-style-type: none"> • £5,000 website (which will be used for all the pilot students' unions) • £2,500 assessment materials (including printed assessor guides for each union in the pilot and other key briefings throughout the year – which will all be sent via PDF and printed) 	<p>Indirect costs (ie others' budgets) Others' time and money to be expended on this</p> <p>External organisations will be asked to donate their time, effort and resources throughout the pilot in order to help students' unions become better at improving the employability skills of their members. Discussions are ongoing with a number of organisations to either deliver training/development within students' unions or</p>

<ul style="list-style-type: none"> • £1,500 training material (including material to give to pilot unions such as research reports, • £1,000 project running costs (including travel for the Policy Officer to deliver training, visit pilot students' unions and to facilitate feedback meetings) 	<p>to provide resources they have already developed, on the website for no additional cost. Currently, organisations such as Endsleigh, Lloyds TSB and Volunteering England are likely supporters to provide resources to our pilot unions.</p>
<p>Key Central Services Implications Are there any implications on any of the business services or shared services, like reception, design etc?</p> <p>Ongoing design needs (from initial brand design to creation of materials for training etc throughout the year) will be supported through the Communications Department. Staff will be used to deliver the project training and assist with the facilitation of feedback events. NEC members involved in the scheme (Ed Marsh and Raechel Matthey) will be required to attend catch up sessions with the students' unions to see how the scheme is developing in their unions.</p>	
<p>Attach breakdown of budget if appropriate</p>	
<p>Start Date July 2011</p>	<p>Completion Date June 2012</p>

ZONE: UD AMOUNT: £1,500

Title Sabbatical Officer Support Project		
Lead Officer Ed Marsh	Lead Staff Member Lewis Coakley	Which Policy Zone(s) (if appropriate) Union Development
Which Directorate (if appropriate) Policy and Delivery	Which Department (if appropriate) Democracy and Governance	Which Strategic Theme(s)? 4 Activities & Development 5 Strong Unions
Background	<p>In order to ensure the long-term sustainability of the student movement, we must realise that the investment we place in sabbatical officers now should be something we continue to nurture over a longer period of time. Students' unions are increasingly turning to their alumni to help develop their unions as either external trustees, funders for major projects or even simply to offer advice and guidance. NUS needs to build a similar relationship with the sabbatical officers of today in order to ensure that we can rely on them in future.</p> <p>Similarly, sabbatical officers are given 100% of their personal development at the beginning of the year and none at the end. It could be argued that at the beginning of their time in office is when they are most clear about what they want to do and at the end of their term in office is when they are most un-clear, therefore, it's the end of the year that NUS should put resource into. In reality, NUS needs to support sabbatical officers in both periods – and this project will see NUS begin helping sabbatical officers throughout their year and onto their new careers.</p> <p>This project will work across two key areas; firstly "improving the employability of sabbatical officers" and secondly, "supporting the welfare of sabbatical officers"</p>	
Impacts on students or unions (and other key stakeholders)		
Outputs & Deliverable Actions (Inputs)	<p>Make clear what will be produced or run here ; Make clear the key things that will need to be done to ensure their production or running</p> <p>Improving the Employability of Sabbatical Officers</p> <ul style="list-style-type: none"> ○ One day event to be held in March/April which will be split in two parts. Firstly, understanding the skills you've got and how to progress into the world of work and secondly, a careers fair with numerous national employers from the public, private and volunteer sector where sabbatical officers can discuss their prospects for the future. ○ End of year 'friends of NUS' email list to be established – those sabbatical officers who wish to remain in touch, but not involved with NUS will be able to join up to the Friends of NUS email list. <p>Supporting the Welfare of Sabbatical Officers</p> <ul style="list-style-type: none"> ○ Briefing on mentoring schemes to be sent to all students' unions in May – giving advice on how students' unions might set up a mentor/coaching scheme in the following year. 	

Member Benefit Test Check	Demand Where's the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps There is no specific policy demand in this area, however, certain officers quite obviously feel the strain. NUS needs to be in a position to offer assistance to student officers wherever it's needed.	
	Design How have you or can you involve students' unions in the design of this work? Sabbatical officers will be involved in the planning of the one day event and the selection of organisations to give advice and guidance. In addition, students' union staff members will be asked to help write the briefing on mentoring.	
	Delivery How have you or can you involve students' unions in the delivery of this work	
Success Criteria	How will we know if this has been successful? At least 30 students' unions will be present at the one day event At least 150 sabbatical officers will sign up to the friends of NUS email list At least 20 students' unions will create a sabbatical officer mentoring scheme as a result of the briefing being provided.	
Nations	Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project?	
Direct Resource Costs and cost centre to be used Specific time and money to be expended on this £1,500 <ul style="list-style-type: none"> ○ £1,000 for a one day event for student officers ○ £500 for a briefing on mentoring schemes and how to set one up in your students' union 		Indirect costs (ie others' budgets) Others' time and money to be expended on this
Key Central Services Implications Are there any implications on any of the business services or shared services, like reception, design etc? <ul style="list-style-type: none"> ○ Design for the briefing will need to be done by the comms department ○ Events logistics will need to be done by the 		
Attach breakdown of budget if appropriate		
Start Date		Completion Date
October 2011		June 2012

ZONE: WELFARE RUNNING COSTS £6,463

Expenditure Type	Details and Commentary	Estimated Amount
Officer Accommodation	▪ 20 x £100	£2000
Officer Travel	▪ 20 x £50	£1000
Officer Expenses	▪ 20 x £25	£500
Committee Accommodation (Based upon 6 committee members)	(6 x £60) x 4	£1,440
Committee Travel	▪ (6 x £50) x 4	£1,200
Committee Expenses	▪ (6 x £9.30) x 4	£223
Affiliations		
Publications	▪	
Sundries	1 x £100	£100
Total		£6,463

ZONE: WELFARE AMOUNT: £6,000

Title Get On The Bus		
Lead Officer Pete Mercer	Lead Staff Member Sarah Wayman	Which Policy Zone(s) (if appropriate) Welfare and FE
Which Directorate (if appropriate) Policy and Delivery	Which Department (if appropriate) Social Policy	Which Strategic Theme(s)? 1 Funding & Participation 3 Fairer Society
Background	<p>Insert background and context to the work here</p> <p>Currently, legislation in the Education Act requires local authorities to have a plan for how they will support young people accessing their education. For some this will be very minimal or even result in the conclusion that assistance with transport is not necessary, and for others comprehensive financial support packages in the form of travel subsidies, whether this is free bus passes or discounted travel. We know that as local authority cuts kick in (and for many they already have) such subsidies may be at risk of huge reductions, if not a complete disappearance.</p> <p>For many young people, against the backdrop of the axing of EMA, this is a massive financial double-whammy that will have a devastating impact on not just the students, but also the families of lower-income students who struggle to fund them to get to and from college or sixth form. Indeed, without either one of these forms of financial support, many students who are perfectly able and motivated, won't be able to go to college at all, putting up yet another barrier to those from widening participation backgrounds.</p>	
Impacts on students or unions	<p>Make clear the potential impacts that the work will have here</p> <p>See success criteria</p>	
Outputs & Deliverable Actions (Inputs)	<p>Make clear what will be produced or run here ; Make clear the key things that will need to be done to ensure their production or running</p> <p>Feature article on the campaign in Spotlight magazine, as well as a case study from Norwich City College, who have successfully fought and beaten such proposals in their local area. Joining up with the Campaign for Better Transport at the Part Conferences</p>	
Member Benefit Test Check	<p>Demand</p> <p>Where's the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps</p> <p>We have been aware of this as a national issue since last academic year, with a number of FE SUs finding that their Local Authority has withdrawn their travel subsidy already. At the beginning of the summer, we sent out emails to all the SLOs in the UK asking if this was something that was being proposed in their local area – to which a number of unions replied confirming that it was. Indeed, there will be many constituencies where these proposals are to come and areas in which the SUs are not even aware that this is happening.</p> <p>Design</p> <p>How have you or can you involve students' unions in the design of this work?</p> <p>The beauty is in the design! One of the biggest complaints from FE CMs is that NUS is too HE centric and accessible only really to larger, more heavily resourced SUs. It would be hypocritical then to run a campaign on travel cost and expect FE SUs to pay to send delegates to a launch of a campaign somewhere else in the country when they can't afford it and what they really need is direct NUS support. This model has been informed by feedback from FE SUs, both commenting on NUS as a whole and on this campaign specifically. The campaign will also have a national platform, however, at a number of national events to gather national attention and participation. Feedback from officers indicates that the using of an actual bus and the ticket-style petition flyers will be visually striking and effective as a campaign brand.</p>	

	<p>Delivery How have you or can you involve students' unions in the delivery of this work Because we will be bringing the campaign to the doorstep of those affected by the particular issue, we will be involving students and SUs directly. Students on those sites will be educated and informed about their rights in society and the responsibility of the state. They will be involved directly in the lobbying process, i.e. of the local authority. The SUs will have been shown how to organise and run, through collaboration with NUS, an effective campaign. For SUs that are not at one of the tour locations, there will be toolkits sent out to unions, along with online resources to help them run with the campaign themselves – ideally, the intention is that a vast number of FE SUs run with the campaign, regardless of whether they are being immediately faced with cuts to travel subsidy because the ticket-style petition flyers will be designed in a way that demonstrates the value of council-provided travel subsidy, as to convince local authorities to keep them where they currently exist. Success stories from the unions we will have visited where the issue is critical will hopefully inspire a wave of activism on this issue in FE.</p>	
Success Criteria	<p>How will we know if this has been successful? If just one single Local Authority reverses its plans to cut travel subsidies for young people in FE, then the campaign will have been an enormous success, resulting in a multi-million pound save for students. At the very least, it will have caught the attention of local press, raised the profile of the issue, both locally and nationally, and should have opened up the doors for meaningful dialogue on the issue between the LA, the College and the SU. Because the campaign will also have a large online presence, with a toolkit on how to roll out a similar campaign on any other campus (with free resources, both online and posted toolkit handout) in the UK, we should see these types of developments follow in other parts of the country too. In fact, the broader success criteria is to see a generation of activists mobilised in FE who are empowered to deliver change locally.</p>	
Nations	<p>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project? One of the campaign tour locations is in Wales: Llandrillo College. Also, there is a view to hopefully take the campaign to Scotland towards the end of the calendar year, where this is more of a national and politically sensitive issue, rather than localised. Cuts to travel subsidies are not currently an issue in NI.</p>	
<p>Direct Resource Costs and cost centre to be used Specific time and money to be expended on this £6k in total: £4k bus hire, £1k design and printing, £500 banner and other campaign sundry, £500 travel costs</p>		<p>Indirect costs (ie others' budgets) Others' time and money to be expended on this</p>
<p>Key Central Services Implications Are there any implications on any of the business services or shared services, like reception, design etc? Campaigns team helping to organise, structure and publicise the campaign Comms team with press releases etc. Design staff on the design of branding, logos, flyers, ticket petitions and all other literature</p>		
<p>Attach breakdown of budget if appropriate</p>		
<p>Start Date 17/09/11 (At the first party conference)</p>		<p>Completion Date Christmas</p>

ZONE: WELFARE AMOUNT: £3,500

Title Accommodation Cost		
Lead Officer Pete Mercer	Lead Staff Member Sarah Wayman	Which Policy Zone(s) (if appropriate) Welfare
Which Directorate (if appropriate) Policy and Delivery	Which Department (if appropriate) Social Policy	Which Strategic Theme(s)? 3 Fairer Society
Background	<p>Insert background and context to the work here</p> <p>In recent years, the cost of university-owned accommodation has risen dramatically. As a national average, it is rising at a rate that is 13% above inflation – way above both the rise in the value of the property market and the rise in utility costs. University managements are finding crafty ways to hide extra costs in the accounts for halls of residences and lump hospitality depreciation costs in with the cost it actually costs to run and upkeep the halls, for example. Universities are also basing their fee proposals based on what other institutions, their comparators, are charging – an arbitrary hike, rather than one based on raw figures and income/expenditure. Universities are also increasingly attracted to building high-end en suite accommodation because of the long-term financial return this will bring – justifying this with a supply/demand theory that is based on the results of surveys that have been targeted at prospective students, i.e. at students before they necessarily have any concept of budgeting, student expenditure and what they would like from their accommodation <i>as a priority and not as a wish-list</i>. Furthermore, in the world of halls of residences, private accommodation providers are here to stay and increasing year by year, with little consideration to the needs of the student demographic and almost always without meaningful student consultation in the planning process. Very quickly, overpriced and unregulated first-year accommodation, without an appropriate range of accommodation costs, is being normalised within the sector. And the only answer is deep-cutting national comparative research, with an overarching national strategy to equip officers to lobby institutions intelligently at a local level. A national rent freeze campaign, with varying housing markets nationally and instances where institutions genuinely need to increase accommodation costs, is sadly untenable. Which is why the design of the campaign will be around an Accommodation Cost Matrix, which will first of all look at whether an institution’s halls are meeting basic requirements and whether all costs are included, then investigate whether the institution is offering a breadth of accommodation types at a range of prices that matches the student demographic at that institution, and then finally the extent to which the institution is increasing costs unjustifiably.</p>	
Impacts on students or unions	<p>Make clear the potential impacts that the work will have here:</p> <p>Many students have been struggling with this as an increasingly critical problem for years. If the campaign is successful, we will see a general curve in the rapid inflationary effect on accommodation fees nationally, as a general trend. We will see a number of students’ unions gain full and honest access to university accommodation and hospitality accounts, manage to negotiate temporary rent freezes as a result of this transparency and the guidance that the campaign will give them, and a commitment from their institution to involve them on the setting of the fess in a more meaningful way in the future. We will also see universities adopt a long-term strategy for future capital build that reflects the needs of their student demographic and one that provides a range of accommodation to that effect. And we will also see halls of residences that meet a basic requirement off need, with no surprise “add-on” costs at arrival. Put differently, students (particularly in their first year) will in years to come have access to cheaper university accommodation, or at least at a price that is reasonable, that meets basic standards, with no hidden costs.</p>	
Outputs & Deliverable Actions (Inputs)	<p>Make clear what will be produced or run here ; Make clear the key things that will need to be done to ensure their production or running</p> <p>The campaign will produce a toolkit for understanding the context behind the costs of a given institutions accommodation, how student officers can lobby their institutions to be more transparent with their accounts for accommodation and how officers can use the data</p>	

	<p>that has been collected both nationally and locally to make a case for reasonable accommodation pricing, with an appropriate range of accommodation that meets the needs of their student and without harbouring any "surprise" costs.</p> <p>In parallel, we will be collecting new data on the price of university accommodation in order to recreate an accurate picture of the national landscape, 2 years on from the 09/10 survey, and to be able to use this for comparative purposes across time. The second wave of the survey will also reveal to what extent the new fees regime will be having an impact on the setting of hall fees, looking at what the levels are in 2012/13 – hopefully in time for the setting of fees for the following year 2013/14</p>
Member Benefit Test Check	<p>Demand Where's the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps The demand for this can be identified by the sharp, arbitrary rise in accommodation costs over the last few years (at a rate 13% above inflation), which is having a detrimental affect on the lifestyles of many students. This is a critical piece of work that is directly linked to other areas of work, such as the priority campaign on student support, i.e. in some cases a students loan won't even cover their university accommodation costs because they aren't adequately funded AND because the hall fees are extortionate. The issue needs to be tackled <i>now</i> because in the new fees regime, with cut-price degrees and hidden costs a risk, institutions will be able to hide other budgetary costs in accommodation costs, at the students' expense. I have also had a very large volume of officers contact me on this issue, desperate for some guidance and robust plan of action.</p> <p>Design How have you or can you involve students' unions in the design of this work? Student unions have been calling for support on this particular issue and many quite rightly recognise it as a national issue, with costs rising seemingly arbitrarily, but across the board. However, the design of the campaign needs to be as such that unions can use a national strategy that is flexible so it addresses the particular issues to do with the cost of their accommodation locally. Having communicated why it's not possible, officers I have spoken to understand why an out-right national rent freeze campaign is not appropriate or even adequate in a lot of circumstances. The local application of the campaign, then, naturally requires cooperation from all the students' unions who wish to do work on this issue as the impact will be in the local delivery of the national framework, armed with the national statistics to back it up.</p> <p>Delivery How have you or can you involve students' unions in the delivery of this work I have had open officer discussions with welfare and community officers (who predominantly oversee this work locally, along with presidents) on two separate occasions, at Delivering Change and UNIPOL housing training, where feedback on the strategy for this has been wholly positive. I will continue to monitor the discussions that sabbatical officers have with their university senior management to see how the different approaches to the different issues around hall costs play out – this will inform the toolkit that will be released after Christmas and as we kick off the second round of the survey to raise the profile of the issue within the sector.</p>
Success Criteria	<p>How will we know if this has been successful? See impact on students and students' unions</p>

Nations	<p>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project?</p> <p>Accommodation cost in university owned accommodation will apply to all areas of the UK. However, there will also be additional areas of work relating to the role that NUS can play in influencing certain areas and nations with regards to the cost of accommodation in the Private Rented Sector too, for example in parliamentary/assembly elections in the nations and the London Mayor election, by lobbying for the development of city-wide and regional housing strategies in these areas.</p>	
<p>Direct Resource Costs and cost centre to be used Specific time and money to be expended on this £3.5k:</p> <p>£1.5 for printing and publishing, £1k for event launch, £500 for campaigning activity and £500 for other housing issues (shouldn't be too resource intensive but there are a number of other issues that may require small funding, e.g. campaigning against widespread use of the Article 4 Direction and lobbying on Codes of Standards and Tenancy Deposit protection Schemes</p>	<p>Indirect costs (ie others' budgets) Others' time and money to be expended on this</p> <p>N/A</p>	
<p>Key Central Services Implications</p> <p>Are there any implications on any of the business services or shared services, like reception, design etc?</p> <p>Design and printing Campaigns Team in the wider strategy of the campaign Events for the launch of the campaign (Survey itself will be undertaken by UNIPOL)</p>		
<p>Attach breakdown of budget if appropriate</p>		
<p>Start Date February 2012</p>	<p>Completion Date July 2012</p>	

ZONE: WELFARE AMOUNT: £1,500

Title Meet the Carers		
Lead Officer Pete Mercer	Lead Staff Member Sarah Wayman	Which Policy Zone(s) (if appropriate) Welfare
Which Directorate (if appropriate) Policy and delivery	Which Department (if appropriate) Social Policy	Which Strategic Theme(s)? 3 Fairer Society
Background	Insert background and context to the work here The Meet the Parents report published by NUS in 2009 was a leading piece of research that uncovered surprising statistics about student parents up and down the country with interesting accounts of the experiences of student parents and the issues that they face, and with a useful set of recommendations for students' unions to follow. To date, no such work has been carried out for student carers, an enormously unrecognised group of students and as such there is little evidence to account for the issues that face them. Moreover, as a result of the lack of awareness of this group, there has been little consideration given to the kind of financial support that they might need.	
Impacts on students or unions	Make clear the potential impacts that the work will have here There are potentially many more students who have caring responsibilities out there than you would think – I know this from the research I carried out at Newcastle. Only when student unions understand the nature and scale of the issues faced by students with caring responsibilities, can we adequately assess their needs and improve and lobby to improve their student experience. Therefore, pending the outcomes and n of the research, the campaign will have a positive impact on thousands of our members, simultaneously demystifying carers as an under-represented group of students.	
Outputs & Deliverable Actions (Inputs)	Make clear what will be produced or run here ; Make clear the key things that will need to be done to ensure their production or running Research will be undertaken to find out more information about student carers in the student population and the issues they face. A report will be produced that outlines the key findings of the research undertaken on student carers and their needs. There will then be an event of some description to launch the report, with online case studies of work being done based on the recommendations of the report being showcased online.	
Member Benefit Test Check	Demand Where's the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps Feedback from the Meet the Parents campaign was that the same kind of campaign approach would be very useful for student officers to better understand the needs of student carers too. The topic was also discussed at the Understanding Liberation event in the summer, where delegates felt like not enough attention had been given to student carers.	
	Design How have you or can you involve students' unions in the design of this work? Before the research begins, I will discuss the area of work at various points of contact, such as the welfare zone conference (at which there is a whole session on exploring the needs of students with caring responsibilities).	

	<p>Delivery How have you or can you involve students' unions in the delivery of this work In order to undertake the research, I will need to work with various students' unions to gain access to survey respondents, for example. Students' unions will have the opportunity to feed in any of their findings and contribute to the creation of the report.</p>	
Success Criteria	<p>How will we know if this has been successful? The campaign will be a success if we achieve a solid set of research findings on both the nature and scale of the issues faced by student carers, presented in a report, with full recommendations on how students' unions might want to use the findings to raise the profile of the issues on their campus, influence decision makers in their institutions and improve the experience of students with caring responsibilities. Issues surrounding student support for student carers will be determined by the progress of the priority campaign.</p>	
Nations	<p>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project? The campaign will be UK-wide; however, the agenda is being spearheaded by the Fair to Care campaign being organised by NUS Scotland that will look at student financial support to students in Scotland. This campaign is separate to the student support discussions taking place in the priority campaign relating to the English system (due to different funding models, political climates and administration), but will be supported by the Welfare Zone and will take place against the backdrop of, and will be included within, the wider campaign to look at student carers' needs beyond financial support.</p>	
<p>Direct Resource Costs and cost centre to be used Specific time and money to be expended on this</p> <p>£1k Research budget £500 Design and Printing Costs</p>		<p>Indirect costs (ie others' budgets) Others' time and money to be expended on this</p> <p>N/A</p>
<p>Key Central Services Implications Are there any implications on any of the business services or shared services, like reception, design etc?</p> <p>Research capacity Design and Printing</p>		
<p>Attach breakdown of budget if appropriate</p>		
<p>Start Date March 2012</p>		<p>Completion Date June 2012</p>

ZONE: HIGHER**RUNNING COSTS £6595**

Expenditure Type	Details and Commentary	Estimated Amount
Officer(s) Accommodation	For 5 union visits a month, 3 nights of accommodation @ £50	£1800
Officer(s) Travel	For 5 union visits a month @ £40	£2,400
Officer(s) Expenses	For 5 union visits a month @ £9.30 per day	£558
Committee Accommodation	For 2 zone committee meetings, 6 committee members, @ £50	£600
	1 committee training, 6 committee members @ £50	£350
		Total: £950
Committee Travel	For 2 zone committee meetings, 6 committee members, @ £40	£480
	1 committee training, 6 committee members @ £40	£240
		Total: 720
Committee Expenses	For 2 zone committee meetings, 6 committee members, @ £9.30	£111.60
	1 committee training, 6 committee members @ £9.30/day=	£55.80
		Total: £167.40
Affiliations		
Publications		
Sundries		
Total		£6595.40

ZONE: HIGHER AMOUNT: £3,000

Title NUS Charter and HE Focus on Academic Support		
Lead Officer Usman Ali	Lead Staff Member Kate Wicklow	Which Policy Zone(s) (if appropriate) HE
Which Directorate (if appropriate) Policy and Delivery	Which Department (if appropriate) HE Unit	Which Strategic Theme(s)? 2 Education
Background	Questions around Academic Support are asked as part of the annual national student survey and different demographics of students have very different satisfaction levels with the academic support they receive. We hope to build on the work from our personal tutor charter and assessment and feedback campaigns to support unions undertaking campaigns for better quality academic support provision across a broad spectrum of issues, supporting the needs of all students.	
Impacts on students or unions	Unions will have 10 principles which they can lobby their institution for better academic support provisions. This will ensure that students are well supported with their studies both pastorally and academically, which is currently not always the case on an equal weighting. This will support students' unions working to reduce drop-out rates which is closely linked to the support that students receive as well as issues surrounding plagiarism.	
Outputs & Deliverable Actions (Inputs)	<ul style="list-style-type: none"> • The charter will be developed with consultation from unions currently undertaking campaigns around academic support as well as drawing on the expertise of education and welfare officers from across the UK. • There will be an initial scoping exercise of current institutional policies on academic support. • A focus group to develop the principles of the charter which will be attended by union staff and officers as well as key stakeholders such as the HEA. • A charter on Academic Support will be produced • An HE Focus will be produced which will showcase good practice of how academic support is managed in institutions as well as examples of successful union campaigns. 	
Member Benefit Test Check	Demand The NSS results show a clear need for us to address the imbalance between pastoral support and academic support as well as linking in our current work activity around plagiarism which is high on the agenda as well as linking to assessment and feedback issues.	
	Design Unions will be involved in the whole process, from letting us know what current practices are in place, developing a set of principles from a focus group of officers to writing case studies for the HE Focus.	
	Delivery Because they are involved in steering what work will need to be undertaken, they will also play an important role in the delivery. Attending the focus group or submitting a case study to the HE Focus is one way but they will also be able to distribute the materials through their learning and teaching committees once published to ensure that the sector engages with the debate around academic support provisions.	
Success Criteria	The charter and HE Focus will be developed and published. There will be over 100 downloads of each material and 30 case studies of how unions have used them in the first year.	

Nations	The charter will be developed with the whole of the UK in mind, including focus group representatives from unions across the UK, and we will consult with policy colleges from across the nations to ensure that the charter points reflect the experiences of all institutions across the UK.	
Direct Resource Costs and cost centre to be used £3,000 Design and print of HE Focus and Charter plus focus group	Indirect costs (ie others' budgets)	
Key Central Services Implications Comms support for design.		
Attach breakdown of budget if appropriate		
Start Date September 2011	Completion Date November 2011	

ZONE: HIGHER AMOUNT: £3,000

Title Bill of Students' Rights (Or similar – title TBC)		
Lead Officer Usman Ali	Lead Staff Member Lucy Buchanan-Parker	Which Policy Zone(s) (if appropriate) HE
Which Directorate (if appropriate) Policy & Delivery	Which Department (if appropriate) HE	Which Strategic Theme(s)? 2 Education
Background	<p><small>Insert background and context to the work here</small></p> <p>The biggest challenge to NUS right now is how to move the conversation on from the students-as-consumers debate. Following conference policy that NUS should "reaffirm students rights rather than consumer rights", the HE unit will build on its series of charters (which outline good practice and student rights in selected areas) to create a bill of students' rights which makes it clear that students are entitled to certain elements of a quality educational experience as <i>students</i> (rather than as consumers).</p>	
Impacts on students or unions	<p><small>Make clear the potential impacts that the work will have here</small></p> <p>This bill of rights will bring previous charters together and solidify existing resources for students' unions. It will also give students' unions the tools they need to campaign to their institution from a position of student rights rather than consumer rights. It will communicate to the sector the fundamental expectations of students, again reaffirming to the sector that NUS will continue to campaign for change whilst demonstrating that it is opposed to the increasing consumerism of education.</p>	
Outputs & Deliverable Actions (Inputs)	<p><small>Make clear what will be produced or run here ; Make clear the key things that will need to be done to ensure their production or running</small></p> <p>Focus groups and consultations will be held in order to develop the bill of rights.</p>	
Member Benefit Test Check	<p>Demand <small>Where's the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps</small></p> <p>In addition to conference policy, as discussed above, many students' unions are struggling with how to frame their campaigns in a way that doesn't fall back on consumer rights. This charter will help them to do this.</p>	
	<p>Design <small>How have you or can you involve students' unions in the design of this work?</small></p> <p>Students' unions, from across the UK, will be involved in the focus groups and consultation around this publication.</p>	
	<p>Delivery <small>How have you or can you involve students' unions in the delivery of this work</small></p> <p>We will empower and support students' unions to use this document as a campaign tool.</p>	
Success Criteria	<p><small>How will we know if this has been successful?</small></p> <p>The bill of rights will get coverage in at least two national media as well as the Times Higher.</p>	

Nations	<p>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project?</p> <p>The bill of rights will be applicable across the UK and we will careful to ensure focus groups include representatives from across the UK and that drafts are circulated widely amongst critical friends from different devolved administrations.</p>	
Direct Resource Costs and cost centre to be used <small>Specific time and money to be expended on this</small> £3,000 (design, print, and focus groups)	Indirect costs (ie others' budgets) <small>Others' time and money to be expended on this</small>	
Key Central Services Implications <small>Are there any implications on any of the business services or shared services, like reception, design etc?</small> Liaise with policy unit to coincide with the President's priorities; Press team re: media launch and comms re design		
Attach breakdown of budget if appropriate		
Start Date 17 August 2011	Completion Date February 2012	

ZONE: HIGHER AMOUNT: £2,500

Title NUS Charter and HE Focus publication on Course Organisation and Management		
Lead Officer Usman Ali	Lead Staff Member Lucy Buchanan-Parker	Which Policy Zone(s) (if appropriate) HE
Which Directorate (if appropriate) Policy & Delivery	Which Department (if appropriate) HE	Which Strategic Theme(s)? 2 Education
Background	<small>Insert background and context to the work here</small> <p>The NUS Charter on Course Organisation and Management will focus on an area of persistent concern for students, which has consistently come second to the bottom on the NSS (after assessment and feedback). Students’ unions often struggle to address this area, even if they are aware that it is a major area of dissatisfaction, because it is so broad and hard to pin down what it means—the charter aims to help with this. This charter forms part of the HE Unit’s work on flexible provision, and will help highlight the idea that learning can be organised in different ways.</p>	
Impacts on students or unions	<small>Make clear the potential impacts that the work will have here</small> <p>The charter will support unions to develop policy on organisation and management and ultimately help them campaign in this area or on a specific area within organisation and management including: timetabling, support for placement students, and effective communication with students.</p>	
Outputs & Deliverable Actions (Inputs)	<small>Make clear what will be produced or run here ; Make clear the key things that will need to be done to ensure their production or running</small> <p>Produce a Charter on Course organisation and management outlining 10 key principles and also an HE Focus giving case studies from unions and universities of tackling organisation and management issues.</p>	
Member Benefit Test Check	Demand <small>Where’s the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps</small> <p>Students’ unions have been asking for guidance on course organisation and management for several years now, especially unions from University Alliance, Million+, and GuildHE institutions as these are the groups that generally do worse in this area on the NSS. There has been a demand for more attention to the educational concerns of small and specialist institutions, of which organisation and management is key (this represents a real shift in focus from assessment and feedback, where small and specialist institutions tend to excel). In addition to conference policy around supporting placement students, there is also clear demand for recognition and guidance of diverse types of learners (for instance mature students or part-time students) within the mainstream work of the HE Unit, which this charter helps to achieve by making specific reference to the key concerns for these groups of students in relation to organisation and management.</p>	
	Design <small>How have you or can you involve students’ unions in the design of this work?</small> <p>Students’ unions were invited to participate in a focus group on course organisation and management, which was attended by 10 sabbs and staff and formed the basis of the charter. After the charter was produced, it was sent for feedback to the attendees as well as other selected unions. Unions have also submitted case studies for the HE Focus on Organisation and management which will be produced along with the Charter.</p>	

	<p>Delivery How have you or can you involve students' unions in the delivery of this work</p> <p>We will support unions in using this charter in their campaigns and invite them to share best practice across the movement on their campaigns around course organisation and management.</p>	
<p>Success Criteria</p>	<p>How will we know if this has been successful?</p> <p>We will collect case studies of at least 15 unions which have used the charter in their campaigns and will monitor feedback on the quality of the charter.</p>	
<p>Nations</p>	<p>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project?</p> <p>The charter and HE Focus will be applicable across the nations (and the HE Focus has a case study from Swansea Met). The final draft of the Charter will be discussed with the nations to ensure UK-wide applicability.</p>	
<p>Direct Resource Costs and cost centre to be used Specific time and money to be expended on this</p> <p>£2,500</p> <p>(this is less than the other HE project forms because the focus group has already happened from last year's budget)</p>	<p>Indirect costs (ie others' budgets) Others' time and money to be expended on this</p>	
<p>Key Central Services Implications Are there any implications on any of the business services or shared services, like reception, design etc?</p> <p>Comms for design</p>		
<p>Attach breakdown of budget if appropriate</p>		
<p>Start Date 1 July 2011</p>	<p>Completion Date October 2011</p>	

ZONE: HIGHER (UD&WELF) AMOUNT: £3,000

Title: Briefing Supporting Placement Students		
Lead Officer Usman Ali, Ed Marsh, Pete Mercer	Lead Staff Member Bethan Payne, Lewis Coakley, Sarah Wayman	Which Policy Zone(s) (if appropriate) HE, UD and Welfare
Which Directorate (if appropriate) Campaigns and Strategy	Which Department (if appropriate) Higher Education, Governance and Democracy and Social Policy	Which Strategic Theme(s)? 1 Funding & Participation 2 Education 4 Activities & Development 5 Strong Unions
Background	Insert background and context to the work here As NUS and students' unions look to become more representative of their diverse membership, the challenge of representing and improving the student experience of those who go on placements – such as nursing, teaching and social work students - has become increasingly apparent. As with other sections of our membership, placement students' needs are complex and difficult to pin down.	
Impacts on students or unions	Make clear the potential impacts that the work will have here By providing students' unions with a comprehensive briefing about the placement student experience, they will be able to better understand the needs of their members. With many unions becoming increasingly under resourced, this type of national context and detailed information will provide a starting point for unions to begin work in this area. Ensuring that unions do not have to start from scratch each time.	
Outputs & Deliverable Actions (Inputs)	Make clear what will be produced or run here ; Make clear the key things that will need to be done to ensure their production or running A comprehensive briefing document on supporting placement students will be produced for students' unions. This will require joint working across three zones and departments, to ensure all aspects of the placement student experience will be taken into account.	
Member Benefit Test Check	Demand As well as policy in 2009, 2010 and in 2011, including a specific policy line requiring NUS to produce a briefing document on how to better engage and represent placement students, there has been increasing demand from individual students' unions, especially as the government have started making significant cuts and changes to Initial Teacher Training.	

	<p>Design How have you or can you involve students' unions in the design of this work?</p> <p>Students' unions will be consulted in a number of ways, including a workshop looking at what students' unions would like to see in such a briefing at Quality Matters Conference in Sept and potentially Higher Education Zone Conference in Oct.</p>	
	<p>Delivery How have you or can you involve students' unions in the delivery of this work</p> <p>Copies will be sent to all students' unions and further workshops will be run at future events to look at how to take this work further with unions.</p>	
<p>Success Criteria</p>	<p>How will we know if this has been successful?</p> <p>10 students' union are using the briefing to start or further work on engaging, supporting and representing their placement students.</p>	
<p>Nations</p>	<p>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project?</p> <p>This project will apply across the Nations – however, differences will occur when placement student funding is addressed.</p>	
<p>Direct Resource Costs and cost centre to be used Specific time and money to be expended on this</p> <p>£3,000 – across HE, Social Policy and Government and Democracy.</p>	<p>Indirect costs (ie others' budgets) Others' time and money to be expended on this</p> <p>Design costs</p>	
<p>Key Central Services Implications Are there any implications on any of the business services or shared services, like reception, design etc?</p> <p>Communications Team</p>		
<p>Attach breakdown of budget if appropriate:</p>		
<p>Start Date: 01/09/11</p>	<p>Completion Date: 30/05/12</p>	

ZONE: HIGHER AMOUNT: £4,000

Title Championing Widening Participation		
Lead Officer Usman Ali	Lead Staff Member Debbie McVitty	Which Policy Zone(s) (if appropriate) HE (hopefully with buy-in from other Zones as project continues)
Which Directorate (if appropriate) Policy and Delivery	Which Department (if appropriate) HE Unit	Which Strategic Theme(s)? 1 Funding & Participation
Background	<p><small>Insert background and context to the work here</small> NUS published Project: Participation – a draft strategy for WP in the student movement in early 2010. We subsequently held a national event on WP in Feb 2011, enabling us to engage and consult with unions on WP, and generate interest in the issue, especially around the new access agreements and the end of Aimhigher.</p> <p>In the year 2011-12 we aim to generate a decisive change in the way students’ unions approach WP. By recruiting WP Champions, and encouraging them to share their practice via a new WP Hub, we will make a clear that the student movement as a whole is committed to the WP agenda.</p>	
Impacts on students or unions	<p><small>Make clear the potential impacts that the work will have here</small> On HE unions: capacity-building in a new/developing area of work; holding HEIs to account on WP activity On students: opportunities to engage as ambassadors for HE On prospective students/communities/schools/colleges: better understanding of HE, better understanding of and engagement with HE students’ unions</p>	
Outputs & Deliverable Actions (Inputs)	<p><small>Make clear what will be produced or run here ; Make clear the key things that will need to be done to ensure their production or running</small> WP Hub – area of website devoted to WP policy and practice WP Champions initial training and support throughout the year National event to support dissemination of good practice and showcase work to sector National publication showcasing work of unions in WP – hope to encourage sustainability via institutional funding</p>	
Member Benefit Test Check	<p>Demand <small>Where’s the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps</small> Wide attendance at national WP event in Feb 2011 demonstrated appetite for more engagement on this. 24 SUs expressed interest in the champion programme. Also, NUS Scotland anticipates fair access being a campaign priority this year.</p>	
	<p>Design <small>How have you or can you involve students’ unions in the design of this work?</small> The work will be designed almost entirely by SUs, as the project is intended to enable SUs to focus on local WP priorities in partnership with their institutions. We will not be setting any restrictions on how they approach this work, we will just be asking that they keep us informed and seek help from each other and from us where necessary.</p>	

	<p>Delivery How have you or can you involve students' unions in the delivery of this work</p> <p>As above – we are relying on students' unions to deliver the substance of this work and will be drawing on their experience to inform the web content, the event and the publication</p>	
<p>Success Criteria</p>	<p>How will we know if this has been successful?</p> <p>Primarily through delivering the deliverables (event, publication, Hub) and their reception. Evaluation will be built into SU projects, and we hope to have usable case studies from at least ten unions. Ultimately, however, success rests on project sustainability, which will come from sector and institutional buy-in, and the sticking power of the unions involved.</p>	
<p>Nations</p>	<p>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project?</p> <p>QUB and Cardiff are involved in the project. NUS Scotland (Russell and Talat) has been consulted, and are keen to work closely on developing learning from this project with a view to running something similar next year.</p>	
<p>Direct Resource Costs and cost centre to be used Specific time and money to be expended on this</p> <p>£1,000 WP Champions training and travel £1,000 WP event £2,000 national publication: design, print and launch Total: £4,000 (HEMAIN)</p>	<p>Indirect costs (ie others' budgets) Others' time and money to be expended on this</p> <p>Events: support for national event and possibly launch Comms: sourcing designer and printer for publication; support for Hub development Other Zones: attendance and support for national event</p>	
<p>Key Central Services Implications Are there any implications on any of the business services or shared services, like reception, design etc?</p> <p>Highly limited.</p>		
<p>Attach breakdown of budget if appropriate</p>		
<p>Start Date August 2011</p>	<p>Completion Date June 2012</p>	

ZONE: HIGHER AMOUNT: £4,000

Title Engaging Mature and Part-time students		
Lead Officer Usman Ali & Fi Wood & Joshua McKenzie	Lead Staff Member Debbie McVitty	Which Policy Zone(s) (if appropriate) HE Zone/MPT campaign
Which Directorate (if appropriate) Policy and delivery	Which Department (if appropriate) HE unit	Which Strategic Theme(s)? 2 Education / Flexible provision
Background	<small>Insert background and context to the work here</small> Following on from the release of the part-time students' briefing in 2010 by the HE/UD and Welfare Zone, and the new mature students' research to be launched in 2011, a part-time and mature students' forum will help to identify issues for education campaigns and support unions as they engage with these specific groups of students.	
Impacts on students or unions	<small>Make clear the potential impacts that the work will have here</small> Unions: better understanding of policy and practice around mature and part-time students, and the forms of flexible learning they engage in Students: Better engagement with students' unions, concerns more effectively represented.	
Outputs & Deliverable Actions (Inputs)	<small>Make clear what will be produced or run here ; Make clear the key things that will need to be done to ensure their production or running</small> Event – to be organised, delivered and relevant outcomes/outputs disseminated (presentations, briefings, etc)	
Member Benefit Test Check	Demand <small>Where's the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps</small> MPT committee have specified 'engagement' as the priority campaign this year. But with the new PT loans and prospective cuts and reforms to adult education, it is important that people have the opportunity to understand and engage with the policy issues.	
	Design <small>How have you or can you involve students' unions in the design of this work?</small> MPT and HE Zone committee will be the key points of contact for the design of the event, but there will be space for those who attend to raise the issues that are relevant to them. There is also potential to gain feedback through the union survey linked to the mature students' project.	
	Delivery <small>How have you or can you involve students' unions in the delivery of this work</small> Seeking case studies and workshops from unions who are doing work on engagement, policy and campaigns around flexible provision.	
Success Criteria	<small>How will we know if this has been successful?</small> 35 (engaged) attendees; positive feedback; increased attendance at MPT conference.	
Nations	<small>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project?</small> Key contacts would be Robin, Luke and Adrienne. Nations will be invited to attend and contribute to event and outcomes.	
Direct Resource Costs and cost centre to be used		Indirect costs (ie others' budgets)

<p>Specific time and money to be expended on this</p> <p>£1,500 venue hire, subsistence and speaker expenses</p>	<p>Others' time and money to be expended on this</p> <p>Events: event support</p>
<p>Key Central Services Implications Are there any implications on any of the business services or shared services, like reception, design etc?</p>	
<p>Attach breakdown of budget if appropriate</p>	
<p>Start Date January 2012</p>	<p>Completion Date January 2012</p>

ZONE: FE RUNNING COSTS £5948

Expenditure Type	Details and Commentary	Estimated Amount
Officer(s) Accommodation	Bimonthly allowance of £130 between July 2010 and June 2011	£780
Officer(s) Travel	Sector meetings London & Coventry: £40 per month Events & Visits: £70 per month	£1320
Officer(s) Expenses	10 days a month at £9.30	£1116
Committee Accommodation	Four meetings a year, 6 members at £50 Zone NEC rep (to deputise where needed):	£1200 £200
Committee Travel	Travel estimate has been based on the compulsory 4 meetings of the year. Zone NEC Rep (to deputise where needed):	£960 £140
Committee Expenses	Four meetings a year, 6 committee members, @ £9.30	£232.20

FE £3,000

Title Student Voice	
Lead Officer Toni Pearce	Lead Staff Member Steve Coole
Which Policy Zone(s) (if appropriate) Further Education	
Which Directorate (if appropriate) Policy & Delivery	Which Department (if appropriate) Further Education
Which Strategic Theme(s)? 2 Education	
Background	<small>Insert background and context to the work here</small> Whilst championed by the previous government, the 'learner voice' agenda now finds itself in a rather more precarious position. From the exemption of VI form colleges from the Learner Views Survey, to the proposal to remove learner involvement strategies from primary legislation, to the impending review of Ofsted's Common Inspection Framework, it is vital that we defend and protect existing mechanisms for student representation. Additionally, we should develop and support student voice from the grassroots upwards, building on our existing repertoire of support for class representatives.
Impacts on students or unions	<small>Make clear the potential impacts that the work will have here</small> Without a legislative requirement for colleges to capture and act upon the views of students, to publish a statement about how they will involve students in decision-making processes, and the inspection of student involvement by Ofsted, student representation would be severely weakened. This project will protect student representation in FE.
Outputs & Deliverable Actions (Inputs)	<small>Make clear what will be produced or run here ; Make clear the key things that will need to be done to ensure their production or running</small> <ul style="list-style-type: none"> • Class Reps Hub on NUS Connect, with training materials • Class Reps election pack for tutors • New Model Learner Involvement Strategy for students' unions and colleges • Briefing for unions on engaging adult learners
Member Benefit Test Check	Demand <small>Where's the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps</small> <ul style="list-style-type: none"> • Policy passed at National Conference 2011 • Consultation with students' unions on Class Reps materials • Current Model Learner Involvement Strategy is over 5 years old and is therefore due for review
	Design <small>How have you or can you involve students' unions in the design of this work?</small> Student officers and Learner Voice Practitioners have been involved in the design of the Class Reps project. Students' unions will be involved in the Learner Involvement Strategy review

	<p>Delivery How have you or can you involve students' unions in the delivery of this work</p> <p>The new Model Learner Involvement Strategy will be trialled with students' unions</p>	
<p>Success Criteria</p>	<p>How will we know if this has been successful?</p> <ul style="list-style-type: none"> • Class Reps Hub developed • Model LIS launched at National Conference 2012 • Targeted work with 20 unions on Learner Involvement Impact Report • 50 downloads of new LIS • DfE considers NUS recommendations regarding Learner Views Survey • At least 20 colleges create plan for involving adult learners, to include adult response rate for Learner Views Survey 	
<p>Nations</p>	<p>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project?</p> <p>Class Reps Hub/materials are applicable UK-wide Welsh Model Learner Involvement Strategy is not yet due for renewal</p>	
<p>Direct Resource Costs and cost centre to be used Specific time and money to be expended on this</p> <p>Class Reps Election Pack (design & print) - £1000 New Model learner Involvement Strategy - £2000</p>	<p>Indirect costs (ie others' budgets) Others' time and money to be expended on this</p> <p>Comms support with design</p>	
<p>Key Central Services Implications Are there any implications on any of the business services or shared services, like reception, design etc?</p>		
<p>Attach breakdown of budget if appropriate</p>		
<p>Start Date December 2011</p>	<p>Completion Date June 2012</p>	

FE £2,000

Title Enrichment Cuts Toolkit		
Lead Officer Toni Pearce	Lead Staff Member Gemma Painter	Which Policy Zone(s) (if appropriate) Further Education Zone
Which Directorate (if appropriate) Policy and Delivery	Which Department (if appropriate) Further Education	Which Strategic Theme(s)? 1 Funding & Participation
Background	<p>Insert background and context to the work here</p> <p>Enrichment entitlements date back to the year 2000, and were introduced to give 16-19 year olds in full-time education guaranteed extra learning support. Since its inception, this funding has been spent on a wide variety of provision, including health education, welfare and counselling services, tutorial time, support with future progression such as job applications and applications for further study, students' union block grants, extra-curricular subject-based clubs, and activities such as sport, drama, dance and music.</p> <p>From September 2011, guided learning hours (each full-time student's enrichment entitlement) will be cut from 114 to 30 hours, and the requirement to deliver specific activities through enrichment funding will be removed. This policy represents a funding cut of around 12% for students aged 16-19.</p> <p>£150m of the savings from reduced guided learning hours will be redirected to increase targeted funding for disadvantaged students, tantamount to cutting core education funding to fund other core provision.</p> <p>The campaign needs to be nationally AND locally facing</p>	
Impacts on students or unions	<p>Make clear the potential impacts that the work will have here</p> <p>Cuts will be made at institutional level, and the effects will therefore vary between colleges. The overall effects will include:</p> <ul style="list-style-type: none"> • Narrowing of students' educational experience • Reduction in pastoral support and guidance • Threat to student representation • Threat to students' holistic learning and development • Threat to student welfare <p>In a survey conducted earlier this year by UCU and NUT, 67% of colleges said that tutorial time would be reduced as a result of the cuts, and 35% said that there would be less careers guidance for students.</p> <p>When combined with the abolition of the Education Maintenance Allowance, the changes to information, advice and guidance (IAG) provision, and the cuts to local transport services being administered by local authorities, these cuts will inevitably lead to higher drop-out rates as students aged 16-19 struggle to access the support mechanisms they need to enable them to enter into and remain in education.</p> <p>The campaigns toolkit will empower students' unions to track the nature and effects of cuts within their colleges, to lobby their colleges to commit to financing enrichment activities, and to contact their local MP about this issue.</p> <p>This local lobbying will complement NUS' national lobbying work on enrichment.</p>	

Outputs & Deliverable Actions (Inputs)	<p>Make clear what will be produced or run here ; Make clear the key things that will need to be done to ensure their production or running</p> <p>The toolkit will include summary and aims of campaign, campaign timeline, audit tool to assess cuts in your college, research tool to gauge students' views of enrichment, template for creating case studies, guide to evidence-based campaigning, list of arguments and FAQs, lobby guidance, guide to working with staff and external agencies, guide to creating a local campaign, logos, branding and evaluation tool.</p>	
Member Benefit Test Check	<p>Demand Where's the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps</p> <p>See 'Background' for arguments as to why this is important</p>	
	<p>Design How have you or can you involve students' unions in the design of this work?</p> <p>FE Zone Committee will be involved in the design of the toolkit</p>	
	<p>Delivery How have you or can you involve students' unions in the delivery of this work</p> <p>Students' unions will be fundamental to getting students to contact their MPs</p>	
Success Criteria	<p>How will we know if this has been successful?</p> <p>Colleges commit to funding enrichment activities Students' union income protected Government commits to funding enrichment activities Labour put commitment to enrichment in manifesto</p>	
Nations	<p>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project?</p> <p>This campaign objective is specific to English education funding policy. However, the tools made available will help students' unions in the nations to understand the effects of cuts within their institution and campaign against them.</p>	
<p>Direct Resource Costs and cost centre to be used Specific time and money to be expended on this</p> <p>£2000 printing costs</p>	<p>Indirect costs (ie others' budgets) Others' time and money to be expended on this</p> <p>Design time from Comms Unit</p>	
<p>Key Central Services Implications Are there any implications on any of the business services or shared services, like reception, design etc?</p> <p>Design</p>		
<p>Attach breakdown of budget if appropriate</p>		
<p>Start Date 1 September 2011</p>	<p>Completion Date Launch at FEstival, 3 October 2011</p>	

FE £4,000

Title		
Information, Advice & Guidance		
Lead Officer	Lead Staff Member	Which Policy Zone(s) (if appropriate)
Toni Pearce	Gemma Painter	Further Education
Which Directorate (if appropriate)	Which Department (if appropriate)	Which Strategic Theme(s)?
Policy & Delivery	Further Education	1 Funding & Participation 2 Education 3 Fairer Society 4 Activities & Development 5 Strong Unions
Background	<p>Insert background and context to the work here</p> <ul style="list-style-type: none"> • IAG has an important role to play in generating parity of esteem between vocational and academic study • Evidence suggests a lack of impartiality in the guidance offered to 14-16 year olds in schools, where there is a bias towards A-levels and entry to HE • IAG should help students to overcome inequality, but research suggests that students from lower socio-economic backgrounds are less likely to benefit from 'informal' IAG from family members and other role models, and therefore need improved and guaranteed access to formal IAG provision • There is little evidence of the impact of college-based IAG on students, an area which is largely unmonitored • Despite the importance of consistent and impartial IAG both for young people and adults, there is no statutory requirement on colleges to provide IAG • Schools are required to provide IAG but will not be obliged to use the new National Careers Service 	
Impacts on students or unions	<p>Make clear the potential impacts that the work will have here</p> <p>The research findings will:</p> <ul style="list-style-type: none"> • Empower students' unions to lobby institutions for improved IAG for students • Empower students' unions to make demands regarding local IAG provision • Build greater public awareness around the value of IAG to students, communities, society and the economy • Enable NUS to argue for better promotion of vocational learning and apprenticeship opportunities through IAG 	
Outputs & Deliverable Actions (Inputs)	<p>Make clear what will be produced or run here ; Make clear the key things that will need to be done to ensure their production or running</p> <ul style="list-style-type: none"> • IAG research report • IAG recommendations to enable membership to lobby for an IAG guarantee for young people, setting out their rights in relation to IAG, and the service they should be able to expect from education providers, local authorities and businesses • Careers Days across UK 	

Member Benefit Test Check	Demand Where's the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps <ul style="list-style-type: none"> Evidence gathered through FE Zone Committee suggests IAG provision within schools is highly biased towards recommending academic rather than vocational routes Policy passed at National Conference 2010, mandating FE Zone to lobby for improvements to IAG 	
	Design How have you or can you involve students' unions in the design of this work? <ul style="list-style-type: none"> FE Zone Committee have contributed to the design of the project and its objectives 	
	Delivery How have you or can you involve students' unions in the delivery of this work <ul style="list-style-type: none"> Students will participate in the research Students' unions will use the findings to lobby for improvements to IAG within their institutions 	
Success Criteria	How will we know if this has been successful? <ul style="list-style-type: none"> Minimum 50 students' unions contact their MP about National Careers Service Minimum 4 careers days across UK Case studies from 20 unions about MP lobbying NUS is acknowledged as a leader of research in this field (IAG in FE) Establishment of local IAG partnerships between FE providers, employers and local authorities 	
Nations	Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project? <ul style="list-style-type: none"> Research findings will be relevant and useful to the nations 	
Direct Resource Costs and cost centre to be used Specific time and money to be expended on this Publication of IAG research report: £2000 Careers Days: £2000		Indirect costs (ie others' budgets) Others' time and money to be expended on this
Key Central Services Implications Are there any implications on any of the business services or shared services, like reception, design etc?		
Attach breakdown of budget if appropriate		
Start Date Now		Completion Date Research report published in December 2011

SOCCIT: NO FORMS OR RUNNING COSTS

ZONE: PG RUNNING COSTS £4365

Expenditure Type	Details and Commentary	Estimated Amount
Officer(s) Accommodation	One committee meeting involving overnight accommodation: 8 x £50 = £400 Up to five prospective accommodation requests arising from union visits/attendance at events: 5 x £50 = £250	£650
Officer(s) Travel	Committee average two union visits per month Aug-May @ £40/visit: 2 x 10 x £40 = £800 Committee travel to two committee meetings: 8 x 2 x £40 = £640	£1,440
Officer(s) Expenses	Subsistence @ £9.30/day for 36 days: £334.80	£334.80
Committee Accommodation	See above	
Committee Travel	See above	
Committee Expenses	See above	
Affiliations	Eurodoc c. £200	£200
Publications		
Sundries	Vitae conference attendance £240 Underwriting joint PG researcher symposium (expected not to result in expenditure)	£240 £1,500
Total		£4364.80

ZONE: PG AMOUNT: £1,500

Title Postgraduates that teach research		
Lead Officer Dante Micheaux	Lead Staff Member Debbie McVitty	Which Policy Zone(s) (if appropriate) HE / PG
Which Directorate (if appropriate) Policy and Delivery	Which Department (if appropriate) HE	Which Strategic Theme(s)? 2 Education
Background	Insert background and context to the work here Prospective increases in UG fees and associated messaging around teaching quality – PGs as novice teachers prospectively caught up in difficult circumstances. PG Charter set out expectations in employment; this project explores more deeply how PGs that teach can best be supported and how they understand their position as both students and teachers.	
Impacts on students or unions	Make clear the potential impacts that the work will have here On unions: get to visibly engage with PGRs, and find out their issues around teaching and lobby on these; extra time spent with PGRs who attend. On students: those that participate get to voice their opinions, be part of major piece of research. Other impacts depend on influence of research and union efforts to promote and engage with their institutions on this issue.	
Outputs & Deliverable Actions (Inputs)	Make clear what will be produced or run here ; Make clear the key things that will need to be done to ensure their production or running Focus groups x 5 Transcripts of focus groups x 5 Research report	
Member Benefit Test Check	Demand Where's the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps Success of PG Employment Charter & ongoing interest in PG engagement suggests unions are keen to look for new ways to engage with their PGs.	
	Design How have you or can you involve students' unions in the design of this work? Unions are asked to comment on the focus group structure, and offered opportunity to engage further with attendees once teaching part has completed.	
	Delivery How have you or can you involve students' unions in the delivery of this work Unions recruit attendees and use transcript for local lobbying.	

Success Criteria	<p>How will we know if this has been successful?</p> <p>Unions are satisfied, with issues identified and taken forward; research report is complete and well-received; unions take up the issue</p>	
Nations	<p>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project?</p> <p>Aberdeen is a selected union to ensure project not England-specific (no Welsh unions applied to project); outcomes would apply in Nations as much as in England.</p>	
<p>Direct Resource Costs and cost centre to be used <small>Specific time and money to be expended on this</small></p> <p>£500 travel £500 subsistence £500 incentives</p> <p>Total: £1,500 (PGRAMAIN)</p>	<p>Indirect costs (ie others' budgets) <small>Others' time and money to be expended on this</small></p> <p>Comms: some support with dissemination of research report.</p>	
<p>Key Central Services Implications <small>Are there any implications on any of the business services or shared services, like reception, design etc?</small></p> <p>Reception: some travel booking but mostly undertaken within unit</p>		
<p>Attach breakdown of budget if appropriate</p>		
<p>Start Date July 2011</p>	<p>Completion Date November 2011</p>	

ZONE: MPT RUNNING COSTS AMOUNT: £2,424

Expenditure Type	Details and Commentary	Estimated Amount
Officer(s) Accommodation	One committee meeting involving overnight accommodation: 8 x £50 = £400 Up to five prospective accommodation requests arising from union visits/attendance at events: 5 x £50 = £250	£650
Officer(s) Travel	Committee average two union visits per month Aug-May @ £40/visit: 2 x 10 x £40 = £800 Committee travel to two committee meetings: 8 x 2 x £40 = £640	£1,440
Officer(s) Expenses	Subsistence @ £9.30/day for 36 days: £334.80	£334.80
Committee Accommodation	See above	
Committee Travel	See above	
Committee Expenses	See above	
Affiliations		
Publications		
Sundries	To note: MPT Forum is in HE departmental plan	
Total		£2424.80

ZONE: MPT AMOUNT: £1,500

Title Mature students' research		
Lead Officer Fi Wood & Joshua McKenzie	Lead Staff Member Debbie McVitty	Which Policy Zone(s) (if appropriate) HE / MPT
Which Directorate (if appropriate) Policy & Delivery	Which Department (if appropriate) HE unit	Which Strategic Theme(s)? 2 Education
Background	<p><small>Insert background and context to the work here</small> Million + approached NUS to undertake mature students' research on student experience and best forms of support. MPT campaign has taken 'engagement' as priority campaign, so this research is timely, and Million+ support means the capacity to deliver it is much higher. The research will consist of three surveys: one for students, one for institutions and one for students' unions, followed by a number of regional workshops which would deliver policy outcomes in the form of recommendations to unions, institutions and government.</p>	
Impacts on students or unions	<p><small>Make clear the potential impacts that the work will have here</small> On unions: improved engagement with and understanding of mature students On (mature) students: improved institutional and student union support</p>	
Outputs & Deliverable Actions (Inputs)	<p><small>Make clear what will be produced or run here ; Make clear the key things that will need to be done to ensure their production or running</small> Three surveys designed, disseminated and analysed Three-five regional workshops bringing together students, unions and institutional staff Final project report</p>	
Member Benefit Test Check	<p>Demand <small>Where's the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps</small> Unions are demonstrably terrible at engaging with mature students, and NUS has very little of use on this issue. In this instance, a policy mandate is all we can offer by way of demand, but it would be a bit silly not to take advantage of the opportunity to pursue this when it comes up at such low cost and in tune with MPT committee priorities.</p>	
	<p>Design <small>How have you or can you involve students' unions in the design of this work?</small> We will use the surveys to get a real insight into the different challenges faced by students, unions and institutions, enabling us to structure workshops around the possible tensions or issues faced by students. Elements of the workshops will be student-led.</p>	
	<p>Delivery <small>How have you or can you involve students' unions in the delivery of this work</small> We will be asking unions to disseminate the surveys and to engage with the workshops where they are held. Unions can keep track of the progress of the research by attending the mature and part-time students' forum in January 2012.</p>	

Success Criteria	<p>How will we know if this has been successful? Strong engagement from unions would be a good sign, as would solid survey response. Evidence of unions engaging with institutions to host workshops would be excellent. Union/student engagement with development of policy recommendations and some evidence of activity around working on the recommendations with institutions would be excellent.</p>	
Nations	<p>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project? The Million+ elements would probably be confined to modern institutions in England. This makes sense from their point of view, but elements of the project would be perfectly applicable to Wales, Scotland and Northern Ireland and we would seek to engage those unions specifically in the same way as we will consider how we engage non-'modern-institution' unions.</p>	
<p>Direct Resource Costs and cost centre to be used Specific time and money to be expended on this</p> <p>£1,500 contribution to project (travel expenses, contribution to design and print of final report & to Parliamentary launch)</p>	<p>Indirect costs (ie others' budgets) Others' time and money to be expended on this</p> <p>Comms: help to brand project and disseminate outcomes</p>	
<p>Key Central Services Implications Are there any implications on any of the business services or shared services, like reception, design etc?</p>		
<p>Attach breakdown of budget if appropriate</p>		
<p>Start Date Sept 2011</p>	<p>Completion Date June 2012</p>	

ZONE: INTL RUNNING COSTS £9,000

Officer(s) Accommodation	50 pound per night, 3 nights per month, 12 month	1800
Officer(s) Travel	50 pound per visit, 5 times a month(including various NUS events, NUS conferences, students union visit, external conferences, events etc), 12 months	3000
Officer(s) Expenses	9.30 pound daily allowance, 5 times a month, 12 month	558
Committee Accommodation	50 pound per night per person, 9 people committee, meets 3 times a year.	1350
Committee Travel	Every person 60 pound per travel, 9 people committee, including 4 members from 3 nations (Northern Ireland, Scotland, and Wales) meet 3 times a year.	1620
Committee Expenses	1 day committee meetings, 9.3 daily allowance for each committee members, 3 committee meetings a year, for 9 people	336
Affiliations	UKCISA	336
Publications		
Sundries		

ZONE: INTL AMOUNT: £600

Title Educating International Students		
Lead Officer Christina Yan Zhang	Lead Staff Member Bethan Payne	Which Policy Zone(s) (if appropriate) International Students
Which Directorate (if appropriate) Campaigns and Strategy	Which Department (if appropriate) Education Island	Which Strategic Theme(s)? 2 Education
Background	<p><small>Insert background and context to the work here</small></p> <p>Educating international students generate an annual income of 12.5 billion pound annual income to the UK Education Sector. After UK universities and colleges suffers from massive funding cuts, how to ensure the UK's high quality teaching and research ability to attract the best international students to study and research here becomes increasingly important.</p> <p>Also, it is widely felt in the students unions around the UK that academic support to international students is generally poor. This has resulted in a large number of international students being caught plagiarism or misconduct during exams etc. In response to institutional needs to better teaching international students, Higher Education Academy initiated Teaching International Students Project. However, how students unions could become more involved in supporting international students on academic related issues remains an issue. This project aims to fill in the knowledge gap to better support students unions in helping international students to maximise their academic study and research opportunities here.</p>	
Impacts on students or unions	<p><small>Make clear the potential impacts that the work will have here</small></p> <ol style="list-style-type: none"> 1. Students Unions They will be a stronger position to better support their international students on academic related issues such as through the following measures: <ol style="list-style-type: none"> 1> Use the campaign toolkit created under this campaign to systematic develop their own campaign to lobby their university and college to develop favourable policies to better support international students academically 2> Use the campaign toolkit to lobby their institutions to review their policies on academic conduct and plagiarism on international students. 3> Use the campaign toolkit to experiment a varieties of new measures to allow international students to achieve the best possible result of their academic studies in the UK 2. International Students: <ol style="list-style-type: none"> 1> They will fully understand all the rules and regulations relating academic conduct and referencing. 2> The rate of international students being charged as plagiarism will be reduced dramatically in universities and colleges in the UK 3> With the recommendation of various study skills and tips recommended in the campaign toolkit, they will achieve the best possible result in their academic study in the UK 	
Outputs & Deliverable Actions (Inputs)	<p><small>Make clear what will be produced or run here ; Make clear the key things that will need to be done to ensure their production or running</small></p> <ol style="list-style-type: none"> 1. Meetings with relevant UK Education sector bodies, such as QAA, Higher Education Academy Teaching International Students Project etc will be arranged to discuss potential partnerships on this. 	

	<ol style="list-style-type: none"> 2. A consultation document will be developed with the advice from relevant UK Education sector. 3. This consultation will be sent out to all students unions, universities and colleges to get as many international students to fill in it, response will be collected and analysed. 4. Based on the national consultation, a campaign toolkit on Educating International Students will be produced highlighting key issues on educating international students, with recommendations proposed to support institutions and students union to develop their own campaign to better the overall academic experience of all international students. 5. The campaign toolkit will be produced into hardcopy(hardcopies will be subject to sponsorship), designed and distributed to all NUS members, each institution will get 2 hard copies, one for their students union, one for their institution so that both sides can work closely together on this issue.
Member Benefit Test Check	<p>Demand <small>Where's the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps</small></p> <p>Supporting international students academically has long been an issue. To better support international students study in the UK, Higher Education Academy initiated Teaching International Students Project to provide guidance to UK universities to enhance the teaching and learning experience of international students.</p> <p>However, the issue of how students unions could actively get involved and contribute to this important issue before it is too late to see a large number of international students charged as plagiarism and come to students union for support.</p> <p>Students Unions across the country has repeatedly reported the issue of exceptionally high number of international students being accused of plagiarism during their studies.</p> <p>This year NUS Active Political Leadership also identified international students academic support, such as issues on plagiarism is a key issue need to be addressed nationally. Our membership feel strongly about this issue and this is reflected in questions being asked twice to Fibchester University AGM in both Kent and Lancaster on how university and students unions could work together to better support international students on academic issues.</p> <p>Design <small>How have you or can you involve students' unions in the design of this work?</small></p> <ol style="list-style-type: none"> 1. An initial email will be sent out to all students union to involve them in the design of the questionnaires in the consultation documents after most of the questions are approved by UK Education sector experts on teaching international students 2. A working group made up by students union officers interested in enhancing international students academic performance will be set up to develop the whole project

	<p>Delivery How have you or can you involve students' unions in the delivery of this work</p> <ol style="list-style-type: none"> 1. An email will be sent out to students unions and ask their support to promote this consultation documents to all their international students 2. An invitation will be sent out to students union to collect case study to better support international students on academic issues 3. The campaign toolkit will be produced and sent out to all students unions in hardcopy 4. 10 students union will be selected as pilot to champion various recommendations proposed in the campaign toolkit to develop their own campaign. The outcome of the 10 students unions on better supporting international students academically will be included as a update to as a second edition of this campaign toolkit. 	
<p>Success Criteria</p>	<p>How will we know if this has been successful?</p> <p>The UK education sector fully engaged in the development of this campaign toolkit. 40 students unions or universities or college use the materials distributed.</p>	
<p>Nations</p>	<p>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project?</p> <p>This project applies across the whole UK. We will involve all 3 nations in the promotion, development, and distribution of this project.</p> <p>NUS Scotland just created their NUS Scotland International Students Officer. The key contact for this is Helen O'Shea and Nikki Holder.</p> <p>NUS Wales just started to explore and address the issue of international students academic support. The key contact is Andy Patton, NUS Wales International Students Officer and President Luke Young.</p> <p>NUS NI is concerned about this issue as well. We will involve them in the discussion and contribution of this campaign. The key contact is Adriane Pelts, NUS NI President, Sam Tan, NUS NI Equality and Diversity Officer, Jordan Jungle, NUS NI International Students Officer</p>	
<p>Direct Resource Costs and cost centre to be used Specific time and money to be expended on this</p> <p>100 hours and £600 from INTMAIN</p>	<p>Indirect costs (ie others' budgets) Others' time and money to be expended on this</p> <p>Comms (design & dissemination)</p> <p>Higher Education Academy, QAA(subject to negotiation)</p>	
<p>Key Central Services Implications Are there any implications on any of the business services or shared services, like reception, design etc?</p> <p>100 pound for design, 500 pound for printing</p>		
<p>Attach breakdown of budget if appropriate</p>		
<p>Start Date 01/09/11</p>	<p>Completion Date 15/12/2011</p>	

ZONE: INTL AMOUNT: £800

Title EuroFuture Project		
Lead Officer Christina Yan Zhang	Lead Staff Member Bethan Payne	Which Policy Zone(s) (if appropriate) International Students
Which Directorate (if appropriate) Campaigns and Strategy	Which Department (if appropriate)	Which Strategic Theme(s)? 2 Education
Background	<p>Insert background and context to the work here</p> <p>The European Higher Education Area which the UK is a member of, aim to increase students exchange between the Europe by 20% in 2020. The UK has lowest records in Europe for outward student mobility.</p> <p>With the propose 9000 pound fee, the HE Minister David Willets said clearly that after 2014, there is no guarantee that UK students who will pay 9000 pound fee a year will have the Erasmus Fee Waiver. For any UK students who want to study in another EU country through the Erasmus programme, it will become financially more difficult.</p> <p>The government already propose a public consultation in Dec 2011, Jan 2012 on the issue of Erasmus Fee Waiver for UK students.</p> <p>Meanwhile, with the 9000 pound fee proposed, there is a lot pressure in Scotland because currently EU students study there don't pay fee at all. But English students who are planning to study in Scotland need to pay 9000 pound fee next year. There is huge pressure in Scotland to start to charge EU students 9000 pound fee as well.</p> <p>Besides, with the 9000 pound fee proposed, the UK becomes the most expensive place in Europe for Higher Education, this could result in less and less EU students decides to come to the UK to study in the near future.</p> <p>NUS UK has developed a strategic plan to become more involved with European Students Union so that we could use ESU to lobby for us on the above mentioned issues in the European Parliament and European Commission to fight for the best interest of EU students study in the UK and UK students who want to go to other EU countries to study.</p>	
Impacts on students or unions	<p>Make clear the potential impacts that the work will have here</p> <ol style="list-style-type: none"> 1. It is beneficial to all UK students who are paying 9000 pound fee to continue to apply for Erasmus programme 2. It is helpful to pressure the government to initiate more favourable policies allow more UK students to exchange to other EU countries to help the UK to meet the 20% outward mobility by 2020. 3. It is helpful to students union who want to support their EU students who might be struggled with the introduction of 9000 pounds fee. 4. It is helpful to students union in NUS Scotland to campaign on the issue of EU students' fee who are studying in Scotland after UK students will be charged 9000 pound. 	
Outputs & Deliverable Actions (Inputs)	<p>Make clear what will be produced or run here ; Make clear the key things that will need to be done to ensure their production or running</p>	

	<ol style="list-style-type: none"> 6. Meetings with relevant UK Education sector bodies, such as British Council, UUK International and EU Unit etc will be arranged to discuss potential partnerships on this. 7. A consultation document will be developed with the advice from relevant UK Education sector. 8. This consultation will be sent out to all students unions, universities to get as many EU students and UK students who have <ol style="list-style-type: none"> a) been on Erasmus or b) plan to go on Erasmus to fill in it, response will be collected and analysed. 9. Based on the national consultation, a campaign toolkit on EuroFuture will be produced highlighting key issues stopping UK students from going Erasmus, how Erasmus Fee Waiver should be set up beyond 2014 with recommendations proposed to support institutions and students union to develop their own campaign to enhance the EuroFuture for all their UK students and EU students. 10. The campaign toolkit will be produced into hardcopy, designed and distributed to all NUS members, each institution will get 2 hard copies, one for their students union, one for their institution so that both sides can work closely together on this issue.
Member Benefit Test Check	<p>Demand Where's the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps</p> <ol style="list-style-type: none"> 1. The issue on Erasmus Fee Waiver of UK students has been repeatedly reported by main stream media, such as Times Higher Education, Guardian Education etc when many UK students have been quoted on how worried they were to be able to afford to go on Erasmus after 9000 pounds fee started. 2. In NUS Scotland, many officers have raised the issues that currently EU students don't pay fee at all while with the 9000 pounds fee, UK students need to pay 9000 pound to study in Scotland. This is also raised several times at NUS Scotland's recent event of The Gathering. <p>Design How have you or can you involve students' unions in the design of this work?</p> <ol style="list-style-type: none"> 3. An initial email will be sent out to all students union to involve them in the design of the questionnaires in the consultation documents after most of the questions are approved by UK Education sector experts on Erasmus related issue 4. A working group made up by students union officers interested in enhancing international students academic performance will be set up to develop the whole project

	<p>Delivery How have you or can you involve students' unions in the delivery of this work</p> <ol style="list-style-type: none"> 5. An email will be sent out to students unions and ask their support to promote this consultation documents to relevant students. 6. An invitation will be sent out to students union to collect case study to showcase best practice to address this issue. 7. The campaign toolkit will be produced and sent out to all students unions in hardcopy 8. 10 students union will be selected as pilot to champion various recommendations proposed in the campaign toolkit to develop their own campaign. The outcome of the 10 students unions on better EuroFuture for their students will be included as a update to as a second edition of this campaign toolkit. 	
<p>Success Criteria</p>	<p>How will we know if this has been successful?</p> <p>40 unions use the materials distributed</p>	
<p>Nations</p>	<p>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project?</p> <p>This project applies across the whole UK. We will involve all 3 nations in the promotion, development, and distribution of this project.</p> <p>NUS Scotland just created their NUS Scotland International Students Officer. Students Without Borders already planned to do lots of work in Scotland. We will work closely with them but present the case nationally. The key contact for this is Helen O'Shea and Nikki Holder.</p> <p>NUS Wales also face similar issue there. The key contact is Andy Patton, NUS Wales International Students Officer and President Luke Young.</p> <p>NUS NI is concerned about this issue as well. We will involve them in the discussion and contribution of this campaign. The key contact is Adriane Pelts, NUS NI President, Sam Tan, NUS NI Equality and Diversity Officer, Jordan Jungle, NUS NI International Students Officer</p>	
<p>Direct Resource Costs and cost centre to be used Specific time and money to be expended on this</p> <p>40 hours and £800 from INTMAIN</p>	<p>Indirect costs (ie others' budgets) Others' time and money to be expended on this</p> <p>Comms (design & dissemination) British Council</p>	
<p>Key Central Services Implications Are there any implications on any of the business services or shared services, like reception, design etc?</p> <p>100 pound design, 700 pound printing</p>		
<p>Attach breakdown of budget if appropriate</p>		
<p>Start Date 01/09/2011</p>	<p>Completion Date 30/01/2012</p>	

ZONE: INTL AMOUNT: £600

Title Global Employability		
Lead Officer Christina Yan Zhang	Lead Staff Member Bethan Payne	
Which Directorate (if appropriate) Campaigns and Strategy	Which Department (if appropriate) Education Island	
Background	<p><small>Insert background and context to the work here</small></p> <p>The Post Study Work visa allows international students the opportunity to do 2 years work experience in the UK as part of their education. The cancellation of this visa has a massive negative impact on perspective international students' choice to study in the UK. It is especially unfair for international students who just started their course last year expecting the 2 year working opportunities as part of their UK education experience. Meanwhile, the general route for international students to find a job in the UK-the Tier 2 visa and their part-time work hours allowed during term time is becoming more and more restrictive, which means the opportunity for international students to have any form of work experience during their study in the UK is increasingly limited.</p> <p>Across the UK education sectors, universities and colleges are hugely concerned about how to enhance international students' employability after PSW is cancelled. There has been a strong and urgent demand among all international students study in the UK as well as the whole UK Education Sector to find possible ways to enhance international students employability after the tightening up of the whole immigration rules.</p> <p>Meanwhile UK students suffer from the highest ever youth unemployment rate in history. How to promote various global opportunities to enhance UK students become more employable is on the top agenda of universities, colleges, government ministers etc.</p>	
Impacts on students or unions	<p><small>Make clear the potential impacts that the work will have here</small></p> <ol style="list-style-type: none"> 1. According to NUS survey of 9000 students on the Post Study Work visa 2011, 75% of them will not have chosen to study in the UK if PSW is cancelled. It is obvious that the vast majority of international students study in the UK strongly demand NUS to do something to enhance their employability after the cancellation of PSW. This work will benefit most of our international students to better their working rights and conditions. 2. This work will also benefit the whole UK Education Sector who is deeply concerned future recruitment of international students, which is 12.5 billion pound annual business, a crucial financial income after massive funding cuts. 3. During our consultation with students unions last year on Tier 4 students' visa, it is widely and deeply felt that employability of international students with the increasingly restrictive immigration rules concern most of our students' union members. They are in strong demand to get NUS to support their international students on better employability. This piece of work will support them to initiate related campaigns based on research and evidence collected nationally. 4. Students Unions have been actively looking at enhancing students' employability in a domestic perspective, this work will help 	

	<p>them to address the issues of students' employability from a global approach.</p>
<p>Outputs & Deliverable Actions (Inputs)</p>	<p>Make clear what will be produced or run here ; Make clear the key things that will need to be done to ensure their production or running</p> <ol style="list-style-type: none"> 11. Meetings with relevant UK Education sector bodies, such as British Council, UKCISA and AGCAS (Association of Graduate Careers Advisory Services), NASES(National Association of Student Employment Service) to discuss potential partnerships on this. 12. A consultation document will be developed with the advice from experts in relevant UK Education sector. 13. This consultation will be sent out to all students unions, career services of universities and colleges. The response will be collected and analysed. 14. Based on the national consultation, a campaign toolkit on Global Employability will be produced highlighting key issues on support better employability of international students and global employability of UK students, with recommendations proposed to support institutions and students union to develop their own campaign to better the employability of all international students. 15. The campaign toolkit will be produced into hardcopy, designed and distributed to all NUS members, each institution will get 2 hard copies, one for their students union, one for their institution so that both sides can work closely together on this issue.
<p>Member Benefit Test Check</p>	<p>Demand Where's the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps</p> <ol style="list-style-type: none"> 1. According to NUS survey of 9000 students on the Post Study Work visa 2011, 75% of them will not have chosen to study in the UK if PSW is cancelled. It is obvious that the vast majority of international students study in the UK strongly demand NUS to do something to enhance their employability after the cancellation of PSW. 2. During our consultation with students unions last year on Tier 4 students visa, it is widely and deeply felt that employability of international students with the increasingly restrictive immigration rules concerns most of our students union members. Of all the 20 students unions who directly engaged with consultation on students visa in general, all 20 of them reported that better employability after the cancellation of PSW is what their international students are most concerned. 3. CBI reported in 2010 that 75% British Employers are not satisfied with British Graduates' ability to speak foreign language and have overseas experience to cope with competitors and customers from another country, speak another language to allow British business to compete globally 4. David Willets, HE Minister already announced that in order to enhance UK students' global employability, he is working with 20 universities in the UK to develop joint degree projects with overseas top universities.

	<p>Design How have you or can you involve students' unions in the design of this work?</p> <p>5. An initial email will be sent out to all students union to involve them in the design of the questionnaires in the consultation documents after most of the questions are approved by UK Education sector experts</p> <p>6. A working group made up by students union officers interested in global employability will be set up to develop the whole project</p>
	<p>Delivery How have you or can you involve students' unions in the delivery of this work?</p> <p>9. An email will be sent out to students unions and ask their support to participate in this consultation, as well as get their institutional career services to participate.</p> <p>10. An invitation will be sent out to students union to collect case study to better support international students on their employability, and global employability for UK students.</p> <p>11. The campaign toolkit will be produced and sent out to all students unions in hardcopy</p> <p>12. 10 students union will be selected as pilot to champion various recommendations proposed in the campaign toolkit to develop their own campaign. The outcome of the 10 students unions on better support global employability will be included as an update to as a second edition of this campaign toolkit.</p>
<p>Success Criteria</p>	<p>How will we know if this has been successful?</p> <p>The UK Education sector fully participates in the design, development, delivery of this project. 50 unions use the materials distributed</p>
<p>Nations</p>	<p>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project?</p> <p>This project applies across the whole UK. We will involve all 3 nations in the promotion, development, and distribution of this project. NUS Scotland just created their NUS Scotland International Students Officer. Also, they are collecting evidence on global employability. The key contact for this is Helen O'Shea and Nikki Holder.</p> <p>NUS Wales just started to explore and address the issue of international students' academic support. The key contact is NUS Wales International Students Officer Andy Patton and President Luke Young.</p> <p>NUS NI is concerned about this issue as well. We will involve them in the discussion and contribution of this campaign. The key contact is Adriane Pelts, NUS NI President, Sam Tan, NUS NI Equality and Diversity Officer, Jordan Jungle, NUS NI International Students Officer</p>
<p>Direct Resource Costs and cost centre to be used Specific time and money to be expended on this 100 hours and £600 from INTLMAIN</p>	
<p>Key Central Services Implications Are there any implications on any of the business services or shared services, like reception, design etc?</p> <p>100 pound for design, 500 pound for producing hard copies</p>	
<p>Attach breakdown of budget if appropriate</p>	
<p>Start Date 01/09/2011</p>	

ZONE: INTL AMOUNT: £600

Title Support students at Overseas Campus		
Lead Officer Christina Yan Zhang	Lead Staff Member Bethan Payne	Which Policy Zone(s) (if appropriate) International Students
Which Directorate (if appropriate) Campaigns and Strategy	Which Department (if appropriate) Education island	Which Strategic Theme(s)? 5 Strong Unions
Background	<p><small>Insert background and context to the work here</small></p> <p>To enhance UK education’s global leading position, internationalisation has been on the top agenda for many university Vice Chancellors for years. One of the key areas for internationalisation is on transnational education such as through joint degree programme and setting up overseas campus to educate international students.</p> <p>Meanwhile, more and more UK students are offered the opportunities to do a short placement or gap year at their university’s overseas campus or another overseas university through joint degree or other collaborative programme.</p> <p>How to better engage, represent those international students and UK students when they are based in overseas or remote campus become an issue that many students union want to improve.</p>	
Impacts on students or unions	<p><small>Make clear the potential impacts that the work will have here</small></p> <p>3. Students Unions They will be a stronger position to better engage, represent and support their international students and UK students who are study at their overseas campus:</p> <ul style="list-style-type: none"> 4> Use the campaign toolkit created under this campaign to become more involvement in bettering students experience for those studying at overseas/remote campus. 5> Use the campaign toolkit created under this campaign to develop an effective structure to better engage students in their remote campus. 6> Use the campaign toolkit to identify what kind of support, resources, facilities based in the main UK campus should be made available and accessible to students study at overseas/remote campus. 7> Use the campaign toolkit to explore the opportunities to allow UK students to have a global experience as part of their experience through short-term paid placement, volunteer experience, summer holiday study trips etc. <p>4. International Students: 4> They will be better represented and supported by the student’s body based in both their overseas/remote campus and UK campus. 5> They might be more interested to get involved with activities and opportunities in the students union based in their main campus that are available to them.</p>	
Outputs & Deliverable Actions (Inputs)	<p><small>Make clear what will be produced or run here ; Make clear the key things that will need to be done to ensure their production or running</small></p> <p>16. Meetings with relevant UK Education sector bodies, such as QAA, I-graduate, UUK International Unit etc will be arranged to discuss potential partnerships on this.</p> <p>17. A consultation document will be developed with the advice from relevant UK Education sector</p>	

	<p>18. This consultation will be sent out to all students unions, universities and colleges who have overseas/remote campus to get as many students unions and institutions to fill in it, response will be collected and analysed.</p> <p>19. Based on the national consultation, a campaign toolkit on Better support students at Overseas/remote Campus will be produced highlighting key issues, with recommendations proposed to support institutions and students union to develop their own campaign to better the overall experience of those students.</p> <p>20. The campaign toolkit will be produced into hardcopy, designed and distributed to all NUS members, each institution will get 2 hard copies, one for their students union, one for their institution so that both sides can work closely together on this issue.</p>
Member Benefit Test Check	<p>Demand Where's the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps</p> <p>QAA has identified that there are currently more than 40 universities in the UK who have overseas campus based in China, Malaysia, Singapore, Dubai etc. QAA has produced various reports to help institution to ensure high quality teaching learning experience for students getting a degree in their overseas campus.</p> <p>However, the issue of how students unions could actively get to better engage, represent and students study at those remote campus remains an issue.</p> <p>The issue on how to better represent students study at overseas/remote campus has repeatedly appear in the discussion list of NUS jismail last year.</p> <p>Design How have you or can you involve students' unions in the design of this work?</p> <p>7. An initial email will be sent out to all students union to involve them in the design of the questionnaires in the consultation documents after most of the questions are approved by UK Education sector experts on overseas/ remote campus representation.</p> <p>8. A working group made up by students union officers interested in better engaging students study at overseas campus will be set up to develop the whole project</p> <p>Delivery How have you or can you involve students' unions in the delivery of this work</p> <p>13. An email will be sent out to students unions and ask their support to promote this consultation documents to all their international students</p> <p>14. An invitation will be sent out to students union to collect case study to better support international students on academic issues</p> <p>15. The campaign toolkit will be produced and sent out to all students unions in hardcopy</p> <p>16. 10-20 students union will be selected as pilot to champion various recommendations proposed in the campaign toolkit to develop their own campaign. The outcome of the 20 students unions on better supporting international students academically will be included as a update to as a second edition of this campaign toolkit.</p>

Success Criteria	<p>How will we know if this has been successful?</p> <p>The UK education sector fully engaged in the development of this campaign toolkit. 40 students unions or universities or college use the materials distributed.</p>	
Nations	<p>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project?</p> <p>This project applies across the whole UK. We will involve all 3 nations in the promotion, development, and distribution of this project.</p> <p>NUS Scotland just created their NUS Scotland International Students Officer. The key contact for this is Helen O'Shea and Nikki Holder.</p> <p>NUS Wales just started to explore and address the issue of international students academic support. The key contact is Andy Patton, NUS Wales International Students Officer Andy Patton and President Luke Young.</p> <p>NUS NI is concerned about this issue as well. We will involve them in the discussion and contribution of this campaign. The key contact is Adriane Pelts, NUS NI President, Sam Tan, NUS NI Equality and Diversity Officer, Jordan Jungle, NUS NI International Students Officer</p>	
<p>Direct Resource Costs and cost centre to be used <small>Specific time and money to be expended on this</small></p> <p>100 hours and £600 from INTMAIN</p>	<p>Indirect costs (ie others' budgets) <small>Others' time and money to be expended on this</small></p> <p>Comms (design & dissemination)</p> <p>Higher Education Academy, QAA(subject to negotiation)</p>	
<p>Key Central Services Implications <small>Are there any implications on any of the business services or shared services, like reception, design etc?</small></p> <p>100 pound for design, 500 pound for printing</p>		
<p>Attach breakdown of budget if appropriate</p>		
<p>Start Date 01/09/11</p>	<p>Completion Date 29/2/2012</p>	

ZONE: WMEN

RUNNING COSTS £10,500

Expenditure Type	Details and Commentary	Estimated Amount
Officer(s) Accommodation	<ul style="list-style-type: none"> 6 x £60 per night = £360 6 x £25 per night (overnight allowance) = £150 	£510
Officer(s) Travel	<p>For the below, I have used an average of £35 per trip.</p> <ul style="list-style-type: none"> 18 x Union visits (including visits to the nations) = £630 2 x Sister ACTivist events = £70 2 x zone conferences = £70 2 x external conferences = £70 1 x trip to Northern Ireland = £35 + additional contingency of £125 	<p>630+70+70+70 +35+125 =</p> <p>£1,000</p>
Officer(s) Expenses	<ul style="list-style-type: none"> Attendance at 2 external conferences - £150 x 2 = £300 Food expenses - £200 Misc. Campaign materials - £250 	<p>300+200+250=</p> <p>£750</p>
Committee Accommodation	<ul style="list-style-type: none"> Committee training (already happened) - £1,000 £350 allocated for additional accommodation over the year 	<p>1000+350=</p> <p>£1,350</p>
Committee Travel	<p>There are 17 women on Women's Committee.</p> <ul style="list-style-type: none"> Committee training (already happened) - £40 x 15 = £600 Committee meetings, assuming that 12 attend each meeting (£40 x 12 = £480) – 5 x £480 = £2,400 £1,000 additional has been allocated for relevant events such as the Sister ACTivist days and Reclaim the Nights 	<p>600+2400+1000=</p> <p>£4,000</p>
Committee Expenses	<ul style="list-style-type: none"> Misc. meeting expenses - £150 Attendance at liberation conferences – est. 6 places at £150 each (150 x 6 = 900) Misc. - £200 	<p>150+900+200 =</p> <p>£1,250</p>
Publications	<ul style="list-style-type: none"> Publications for unions: <ul style="list-style-type: none"> Badges - £300 Internal Printing - £50 Misc. - £150 	<p>300+50+150=</p> <p>£500</p>
Sundries	Misc. additional costs - £1,140	£1,140
TOTAL RUNNING COSTS	510 + 1000 + 750 + 1350 + 4000 + 1250 + 500 + 530	<u>£10,500</u>

ZONE: WMEN

AMOUNT: £3000

Title Fighting Cuts		
Lead Officer Estelle Hart	Lead Staff Member Minda Burgos –Lukes, Rob Holland	Which Policy Zone(s) (if appropriate)
Which Directorate (if appropriate)	Which Department (if appropriate)	Which Strategic Theme(s)? 1 Funding & Participation 2 Education 3 Fairer Society 4 Activities & Development 5 Strong Unions
Background	<p><small>Insert background and context to the work here</small></p> <ul style="list-style-type: none"> Public sector cuts are having a disproportionate impact on women, from job losses to service cuts Education cuts will have an impact on women’s ability to access education Women’s Committee has voted to for this to be a priority for the campaign over the coming year and conference prioritised this 	
Impacts on students or unions	<p><small>Make clear the potential impacts that the work will have here</small></p> <ul style="list-style-type: none"> Officers will be better informed and able to support their women students Services on campus will be protected Increase student engagement in local community Create a new activist base on campuses 	
Outputs & Deliverable Actions (Inputs)	<p><small>Make clear what will be produced or run here ; Make clear the key things that will need to be done to ensure their production or running</small></p> <ul style="list-style-type: none"> Fully utilising the www.waec.org.uk website to act as a first point for women activists Provide toolkits for activists on campus to use the equality duty to challenge cuts Briefings to educate officers on gendered impact of cuts produced with the women’s budget group A long term plan on research into women students and the informal economy Research into the impact the new funding system will have on women’s access to education A national day of action on the closure of local women’s services 	
Member Benefit Test Check	<p>Demand</p> <p><small>Where’s the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps</small></p> <ul style="list-style-type: none"> Levels of women’s engagement in anti-cuts work and interest/involvement in organisations such as Fawcett Policy mandate & prioritisation of in online poll 	
	<p>Design</p> <p><small>How have you or can you involve students’ unions in the design of this work?</small></p> <ul style="list-style-type: none"> Website will provide a tool to consult women students Women’s Officers, and women’s campaign activists have fed in to this project at every stage 	
	<p>Delivery</p> <p><small>How have you or can you involve students’ unions in the delivery of this work</small></p> <ul style="list-style-type: none"> Providing resource and support for local groups to undertake actions Supporting officers in using equality duties 	

Success Criteria	<p>How will we know if this has been successful?</p> <ul style="list-style-type: none"> • Individual union success in terms of ensuring cuts on campus aren't gendered • Impact at the next general election of research and policy recommendations on party manifestos 	
Nations	<p>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project?</p> <ul style="list-style-type: none"> • Providing separate briefings on policy and duties of devolved administrations 	
<p>Direct Resource Costs and cost centre to be used Specific time and money to be expended on this</p>	<p>Indirect costs (ie others' budgets) Others' time and money to be expended on this</p>	
<p>Key Central Services Implications Are there any implications on any of the business services or shared services, like reception, design etc?</p> <ul style="list-style-type: none"> • Support for interaction with MPs 		
<p>Attach breakdown of budget if appropriate</p>		
Start Date	Completion Date	

ZONE: WMEN AMOUNT: £1500

Title Zero Tolerance to Sexual Harassment		
Lead Officer Estelle Hart	Lead Staff Member Minda Burgos –Lukes	Which Policy Zone(s) (if appropriate)
Which Directorate (if appropriate)	Which Department (if appropriate)	Which Strategic Theme(s)? 3 Fairer Society 5 Strong Unions
Background	<small>Insert background and context to the work here</small> <ul style="list-style-type: none"> The Hidden Marks report published by the Women’s Campaign showed a serious problem with the sexual harassment of women students – with at least 68% of students having experienced it One of the key recommendations from the report was that action was taken to challenge the ‘culture of accepting’ sexual harassment in student unions, and in institutions 2 unions ran successful Zero Tolerance pilots last year 	
Impacts on students or unions	<small>Make clear the potential impacts that the work will have here</small> <ul style="list-style-type: none"> Students Unions will become sexual harassment free zones, which will have a massive impact on the experiences of women students University towns will lead the way in becoming harassment free and give unions key 	
Outputs & Deliverable Actions (Inputs)	<small>Make clear what will be produced or run here ; Make clear the key things that will need to be done to ensure their production or running</small> <ul style="list-style-type: none"> 40 unions to have working Zero Tolerance policy by the end of the year A successful trail of the Zero Tolerance policy in unions that work with external organisations to provide their entertainments The production of a guide on implementing Zero Tolerance with external bodies Getting a local authority to be a Zero Tolerance pilot with the view of using the Zero Tolerance accreditation in city centres as an opt-in for local businesses Work to ensure Zero Tolerance is part of other NUS accreditation schemes such as SUEI 	
Member Benefit Test Check	Demand <small>Where’s the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps</small> <ul style="list-style-type: none"> The Hidden Marks report surveyed over 2000 students, and they asked for this action to be taken Policy mandate of NUS Women’s Committee Huge level of interest from student’s unions 	
	Design <small>How have you or can you involve students’ unions in the design of this work?</small> <ul style="list-style-type: none"> The Hidden Marks report surveyed over 2000 students, and they asked for this action to be taken Women’s Officers, and women’s campaign activists have fed in to this project at every stage Pilot projects have dictated the content of the briefing and as a greater variety of unions take up we will update briefings and advice according to their experiences 	
	Delivery <small>How have you or can you involve students’ unions in the delivery of this work</small> <ul style="list-style-type: none"> By working with those that have implemented Zero Tolerance to help other unions in implementation and providing training 	
Success Criteria	<small>How will we know if this has been successful?</small> <ul style="list-style-type: none"> 40+ unions will have operational zero tolerance policies in place by the end of the year Sexual harassment will be challenged more often in SUs, rather than just ignored and accepted. 	

Nations	<p>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project?</p> <ul style="list-style-type: none"> I have a close working relationship with the Nations Women's Officers and they will be rolling out this project in their nations with my support. Working with the nations women's officers to provide dedicated resources and training on this in the nations 	
<p>Direct Resource Costs and cost centre to be used Specific time and money to be expended on this</p>	<p>Indirect costs (ie others' budgets) Others' time and money to be expended on this</p>	
<p>Key Central Services Implications Are there any implications on any of the business services or shared services, like reception, design etc?</p> <ul style="list-style-type: none"> Hope to use NUSSL's position on the Best Bar None steering group to make Zero Tolerance part of that accreditation 		
<p>Attach breakdown of budget if appropriate</p>		
<p>Start Date</p>	<p>Completion Date</p>	

ZONE: WMEN AMOUNT: £500

Title Sister ACTivist Days		
Lead Officer Estelle Hart	Lead Staff Member Emma Green	Which Policy Zone(s) (if appropriate)
Which Directorate (if appropriate)	Which Department (if appropriate)	Which Strategic Theme(s)? 4 Activities & Development
Background	<ul style="list-style-type: none"> Women’s Campaign conference have passed a motion over the last 3 years for the women’s campaign to run regional women’s officers and activists’ day schools, to equip women in SUs with information, guidance and support to run local women’s campaigns. For the first 2 years of this we held days focused at those of all abilities and knowledge, this year we will be splitting these days into introductory skills based training in semester one and more knowledge based in semester 2 We also saw an increase in the numbers for women’s conference and our e-update member list increased, thus proving that we had engaged more people into the women’s campaign. 	
Impacts on students or unions	<p><small>Make clear the potential impacts that the work will have here</small></p> <ul style="list-style-type: none"> Opportunity to share information and best practice on local women’s campaigning and meet women from their region Delegates Will receive information on the NATIONAL Women’s campaign, what we’re doing, how they can key into that and how we can support them Create a new activist base on campuses 	
Outputs & Deliverable Actions (Inputs)	<p><small>Make clear what will be produced or run here ; Make clear the key things that will need to be done to ensure their production or running</small></p> <ul style="list-style-type: none"> To offer an introduction to the women’s campaign and information on how we can support them to run local women’s campaigns To offer all activists, depending on their own knowledge and experience, advice on campaigning and best practice, thus making them more effective and efficient when representing women’s issues on campus To have people grouped together with other activists from their region, thus creating the space to allow them to identify actions to take back to their institute and opening up the possibility for them to do collaborate on campaigns they plan to deliver, offering each other encouragement and support in this campaigning area To set achievable objectives and action plans for the delegates to take back to their SUs and implement To create effective and efficient Women’s Campaigns on campus 	
Member Benefit Test Check	<p>Demand <small>Where’s the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps</small></p> <ul style="list-style-type: none"> It is what members of the women’s campaign have asked for through policy passed at women’s conference Last year, we re-engaged many women’s officers and activists in the campaign and we need to continue offering info and support this year 	
	<p>Design <small>How have you or can you involve students’ unions in the design of this work?</small></p> <ul style="list-style-type: none"> Feedback from previous events used to inform structure and content 	
	<p>Delivery <small>How have you or can you involve students’ unions in the delivery of this work</small></p> <ul style="list-style-type: none"> No direct involvement other than attending 	

Success Criteria	<p>How will we know if this has been successful?</p> <ul style="list-style-type: none"> • Feedback • Attendance – how many people actually sign up to and attend the event • More information and support on the areas covered is requested by the membership • Increase in attendance at the next set of activist days • Increase in knowledge and best practice, setting the standards for the membership • Activists sustain contact with each other and the Women’s Campaign • Resources and information gained from the days is used by the membership and successfully implemented 	
Nations	<p>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project?</p> <ul style="list-style-type: none"> • Supporting training in nations and delivering at least one day in a nation 	
Direct Resource Costs and cost centre to be used <small>Specific time and money to be expended on this</small>		Indirect costs (ie others’ budgets) <small>Others’ time and money to be expended on this</small>
Key Central Services Implications <small>Are there any implications on any of the business services or shared services, like reception, design etc?</small>		
Attach breakdown of budget if appropriate		
Start Date	Completion Date	

ZONE: WMEN

AMOUNT: £300

Title Abortion Rights		
Lead Officer Estelle Hart	Lead Staff Member Minda Burgos –Lukes Rob Holland	Which Policy Zone(s) (if appropriate)
Which Directorate (if appropriate)	Which Department (if appropriate)	Which Strategic Theme(s)? 3 Fairer Society
Background	<small>Insert background and context to the work here</small> <ul style="list-style-type: none"> Legislation being introduced restricting women’s access to abortion A high likelihood of further attacks throughout the term of the next parliament New intake of Tory MPs more socially conservative than the last 	
Impacts on students or unions	<small>Make clear the potential impacts that the work will have here</small> <ul style="list-style-type: none"> Women have access to basic health provision Women engaged with women’s campaigning 	
Outputs & Deliverable Actions (Inputs)	<small>Make clear what will be produced or run here ; Make clear the key things that will need to be done to ensure their production or running</small> <ul style="list-style-type: none"> Policy papers produced on the nuances of proposed changes Women in involved with lobbying MPS Links created with Abortion Rights and other women’s campaigners 	
Member Benefit Test Check	Demand <small>Where’s the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps</small> <ul style="list-style-type: none"> This has been an issue that had traditionally mobilised women activists Success of the recent pro-choice demo in London and student involvement in it 	
	Design <small>How have you or can you involve students’ unions in the design of this work?</small> <ul style="list-style-type: none"> Activists can dictate on campus actions but it will mainly be focused on supporting national action 	
	Delivery <small>How have you or can you involve students’ unions in the delivery of this work</small> <ul style="list-style-type: none"> Students will need to be engaged in order to achieve change 	
Success Criteria	<small>How will we know if this has been successful?</small> <ul style="list-style-type: none"> MPs representing student seats have votes influenced No roll-back in access to abortion 	
Nations	<small>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project?</small> <ul style="list-style-type: none"> As abortion is not a devolved issue I will work across the nations to support their campaigning activity on this 	
Direct Resource Costs and cost centre to be used <small>Specific time and money to be expended on this</small>		Indirect costs (ie others’ budgets) <small>Others’ time and money to be expended on this</small>
Key Central Services Implications <small>Are there any implications on any of the business services or shared services, like reception, design etc?</small>		

Attach breakdown of budget if appropriate	
Start Date	Completion Date

ZONE: WMEN

AMOUNT: £800

Title I WILL		
Lead Officer Estelle Hart	Lead Staff Member Emma Green	Which Policy Zone(s) (if appropriate)
Which Directorate (if appropriate)	Which Department (if appropriate)	Which Strategic Theme(s)? 4 Activities & Development 5 Strong Unions
Background	<p><small>Insert background and context to the work here</small></p> <ul style="list-style-type: none"> • Last year, ran 2 days designed to support women sabbaticals, students and activists to increase women’s participation and representation in their unions. • The days were designed to encourage more women to run in their SUs particularly for leadership positions • The success of the days has not been measured particularly well and there is clearly a need for greater action as opposed to small pieces of work • NUS’ strategic objectives include diversifying the student movement 	
Impacts on students or unions	<p><small>Make clear the potential impacts that the work will have here</small></p> <ul style="list-style-type: none"> • Opportunity to increase women students’ participation in their local SUs and encourage women to run for positions in their Students’ Union exec • Opportunity to engage women sabbaticals, students and activist in the women’s campaign • Opportunity to meet women sabbaticals, students and activists and support them in their local campaigns • Opportunity to share information and best practice on engaging women from their institutions on SU issues and meet other women from SUs who are trying to do the same • Opportunity to gain information and support from the Women’s Campaign on increasing women’s participation in their SU 	
Outputs & Deliverable Actions (Inputs)	<p><small>Make clear what will be produced or run here ; Make clear the key things that will need to be done to ensure their production or running</small></p> <ul style="list-style-type: none"> • A residential training course in semester one for women to encourage and equip them with the skills to run in SU and NUS elections 	
Member Benefit Test Check	<p>Demand <small>Where’s the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps</small></p> <ul style="list-style-type: none"> • High take up of previous training • Only 1/5 of SU Presidents are women 	
	<p>Design <small>How have you or can you involve students’ unions in the design of this work?</small></p> <ul style="list-style-type: none"> • Based on feedback of I WILL events 	
	<p>Delivery <small>How have you or can you involve students’ unions in the delivery of this work</small></p> <ul style="list-style-type: none"> • Involvement of women officers who have benefited from previous training 	
Success Criteria	<p><small>How will we know if this has been successful?</small></p> <ul style="list-style-type: none"> • A increase in the number of women standing for leadership positions in the student movement 	
Nations	<p><small>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project?</small></p> <ul style="list-style-type: none"> • I am committed to running a separate I WILL event in Scotland • Reserved nations places on the 2 day event 	
Direct Resource Costs and cost centre to be used <small>Specific time and money to be expended on this</small>		Indirect costs (ie others’ budgets) <small>Others’ time and money to be expended on this</small>

Key Central Services Implications Are there any implications on any of the business services or shared services, like reception, design etc?	
Attach breakdown of budget if appropriate	
Start Date	Completion Date

ZONE: WMEN AMOUNT: £300

Title FE involvement focus group		
Lead Officer Estelle Hart	Lead Staff Member Emma Green	Which Policy Zone(s) (if appropriate)
Which Directorate (if appropriate)	Which Department (if appropriate)	Which Strategic Theme(s)? 4 Activities & Development 5 Strong Unions
Background	<small>Insert background and context to the work here</small> <ul style="list-style-type: none"> Poor level of FE participation in women's campaign 	
Impacts on students or unions	<small>Make clear the potential impacts that the work will have here</small> <ul style="list-style-type: none"> More relevant campaigns form the women's campaign Empowering women in FE to get involved with both the women's campaign and their unions 	
Outputs & Deliverable Actions (Inputs)	<small>Make clear what will be produced or run here ; Make clear the key things that will need to be done to ensure their production or running</small> <ul style="list-style-type: none"> Report on what can be done to improve FE representation within the campaign Engage and create interest in the Women's Campaign specifically for FE women Make FE women students feel like an integral part of the women's campaign Open up the opportunity to discuss and support issues that directly effect FE women students and the opportunity for students to campaign on these issues on campus 	
Member Benefit Test Check	Demand <small>Where's the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps</small> <ul style="list-style-type: none"> Enquires from FE unions and officers 	
	Design <small>How have you or can you involve students' unions in the design of this work?</small> <ul style="list-style-type: none"> The group will design the programme of work for the following year 	
	Delivery <small>How have you or can you involve students' unions in the delivery of this work</small> <ul style="list-style-type: none"> Students will feed into the group 	
Success Criteria	<small>How will we know if this has been successful?</small> <ul style="list-style-type: none"> Increased FE participation in conference and campaigns All policy briefings and actions being applicable in colleges 	
Nations	<small>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project?</small> <ul style="list-style-type: none"> Ensuring nations experiences are taken into account By increasing FE involvement in the UK campaign involvement in the nations will also increase 	
Direct Resource Costs and cost centre to be used <small>Specific time and money to be expended on this</small>		Indirect costs (ie others' budgets) <small>Others' time and money to be expended on this</small>
Key Central Services Implications <small>Are there any implications on any of the business services or shared services, like reception, design etc?</small>		
Attach breakdown of budget if appropriate		
Start Date		Completion Date

ZONE: BLACK**RUNNING COSTS****£19,247**

Expenditure Type	Details and Commentary	Estimated Amount
Officer(s) Accommodation	Zone Conferences 4 x £60 Overnight stays for events	£240 £300
Officer(s) Travel	Union visits (including speaking at BHM events, anti-racist events, dealing with individual Black students issues). 65 visits x £35 Travel to NUS events (NUS conference, zone conferences, other liberation conferences, NEC meetings) 4 x £35 Nations Black Student Conferences Scotland £80 Wales £40	£2275 £140 £120
Officer(s) Expenses	Taxi's 20 x £6 Buses 20 x £2 Overnight allowance 24 x non-NUS accommodation £25 Overnight allowance 10 x nus accommodation £7 Young persons railcard	£120 £40 £600 £70 £28
Committee Accommodation	26 committee members x 2 overnight stay £ 60	£3120
Committee Travel	26 committee members x 4 committee meetings (av £35) Attending other events e.g. NUS conference, zone conferences, other liberation conferences (7 liberation reps, 2 committee to each zone at £ av 35) Attending fresher fairs and other external events 2 x £35	£3,640 £490 £1680

Committee Expenses	26 committee x 2 overnight stay in non-NUS x £25 accommodation	£1,300
	Other over night allowances 26 x 2 x £7	£364
	“4 committee x 3 £5 breakfast allowance	£240
	Taxi’s and buses 24 x 3 x£6 24 x 2 x £2	£572
	Committee training – food travel, accommodation – total of roughly £2300	£2300
	Attending other Liberation conferences 7 Liberation reps x £150	£1050
	20 committee x young persons railcards £26	£520
Affiliations	Stop the War	£100
	UAF	£50
	BARAK	£200
	ONE SOCIETY MANY CULTURES	£200
Publications	10,000 x Black Students’ Campaign Handbooks	£0
Sundries	Postage of Freshers packs for 200 unions	£1,000

ZONE: BLACK

AMOUNT: £5720

Title Increasing Black Representation		
Lead Officer Kanja Ibrahim Sesay	Lead Staff Member	Which Policy Zone(s) (if appropriate) Black Students
Which Directorate (if appropriate) Campaigns & Strategy	Which Department (if appropriate) Social Policy	Which Strategic Theme(s)? 1 Funding & Participation 2 Education 3 Fairer Society 4 Activities & Development 5 Strong Unions
Background	<p>Insert background and context to the work here Black students make up over 20 per cent of students in further and higher education but are among the least represented in all democratic structures which means that Black students are kept on the fringe of union activities and fail to realise the benefits of having a union. The last National Student Survey showed that Black students were the most dissatisfied with their educational experience. Unless students' unions and NUS redress the issue of under-representation Black students will continue to miss out on the enormous academic, social, cultural and economic opportunities that students from other sections of society are able to benefit from. We must continue to fight for representation at every level of education.</p> <p>This project aims to equip Black students, Black students officers and sabbatical officers with the tools to redress the under-representation in students unions</p>	
Impacts on students or unions	<p>Make clear the potential impacts that the work will have here More Black students will understand how to go about achieving representation in their students' unions. Students' unions will be more informed about the need for Black liberation and racial equality. Students' unions will be equipped with more tools and resources on how to increase involvement of Black students. Addressing the issues of Black under-representation is about challenging racial discrimination and in doing so, helping students' unions to meet their legal duties under the Race Relations Amendment Act now covered by the Equalities Act 2010, for which they have a vicarious liability under the law.</p>	
Outputs & Deliverable Actions (Inputs)	<p>Make clear what will be produced or run here ; Make clear the key things that will need to be done to ensure their production or running</p> <p>Re-production of the Black Students' Officer in Every Union guide. Production of a guide for Black students on standing for election and winning elections. Re-production of the award-winning NUS Black Students' Handbook, which includes a careers section among others. Awareness of recommendation from Race for Equality Guide on the involvement of Black students in students' unions (survey). National and regional training events focused on increasing Black students' representation within their students' unions and the NUS.</p> <p><u>Deliverable Actions (Inputs)</u> Now that research have been conducted on Black representation and the experience of Black Students. The materials will have to be designed, printed and posted to students' unions. All text will have to be translated and printed in Welsh. All materials will have to be made available online. All events will be publicised using the NUS website and updates.</p>	

Member Benefit Test Check	<p>Demand Where's the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps</p> <p>Strongly worded and directive motions have been passed at NUS Black Students Conference demanding action in this area. Students' union officers and their staff are looking for ways to increase equality of opportunity and promote good race relations training and these resources will assist them in achieving their objectives. The numbers of Black sabbatical officers have decreased in some regions, while other students have expressed concern over the challenges and the abolition of Black students' officer positions in their unions.</p>	
	<p>Design How have you or can you involve students' unions in the design of this work?</p> <p>Regional events in which consultations will take place on the projects. Research and surveys on Black student participation in unions. Responding to the individual requests and concerns of students' unions.</p>	
	<p>Delivery How have you or can you involve students' unions in the delivery of this work</p> <p><input type="checkbox"/> Running both regional and national train the trainer style events in order to cascade the training will ensure that the information reaches a far great reach of the membership.</p>	
Success Criteria	<p>How will we know if this has been successful?</p> <ul style="list-style-type: none"> • A 5% increase in the number of Black full-time sabbatical officers within the academic year 2009-10. • A 5% increase in the number of Black Students' Officer positions within the academic year 2009-10 • A 10% increase in the number of Black students involved in their unions' democratic structures within the academic year 2011-2012 • A 15% increase in the number of Black students' participation in NUS Black Students' Campaign events in 2011-2012. • A report on the research produced. • A consultation document produced. 	
Nations	<p>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project?</p> <p>This project applies across the UK and my primary contacts will be the Nations' autonomously elected Black Students' Officers who I have already been working with. Support them as much as we can to increase Black representation.</p>	
<p>Direct Resource Costs and cost centre to be used Specific time and money to be expended on this</p> <p>Black Students' Campaign Budget</p> <p>£9,200</p>		<p>Indirect costs (ie others' budgets) Others' time and money to be expended on this</p> <p>N/A</p>
<p>Key Central Services Implications Are there any implications on any of the business services or shared services, like reception, design etc?</p> <p>NUS administration-mailing out materials to students' unions Communications – blogs,updates and publicity Web services- making resources available online ad setting up survey on survey monkey.</p>		

Attach breakdown of budget if appropriate:	
500 x Guide to winning elections	£410
500 x 'Because' posters	£310
200 x Publication Placards	£400
500 x 'Rosa Parks' posters	£310
1000 x Black Students' Campaign posters	£600
4000 x Black Students' Campaign badges	£700
10, 000 x Black Students' Campaign Handbooks	£0 (all funding derived from sponsorship income)
Delivery of materials to students' unions	£1, 500
Travel for officer / Committee to support Black students on campus	£1,190
Contingency for overspend	£300
Total	£ 5720
Start Date :August 2011	Completion Date: June 2012

ZONE: BLACK AMOUNT: £790

Title Regional Training events		
Lead Officer Kanja Ibrahim Sesay	Lead Staff Member	Which Policy Zone(s) (if appropriate)
Which Directorate (if appropriate) Campaigns & Strategy	Which Department (if appropriate) Social Policy	Which Strategic Theme(s)? 1 Funding & Participation 2 Education 3 Fairer Society 4 Activities & Development 5 Strong Unions
Background	<p><small>Insert background and context to the work here</small></p> <p>Black students are often prevented from attending national training events due to the resources of students unions. Regional events cut cost massively and open up the doors for many more students to become involved with the campaign. These events run very cheaply and could easily provide in workshops that students miss by not attending Black Students conference.</p> <p>As a national campaign there is nothing more important than training and equipping Black students officers and activists with,. This is the only way to ensure that our campaigns are effective on campuses.</p> <p>These regional Training Events aim to take the training as close to the students unions as possible.</p>	
Impacts on students or unions	<p><small>Make clear the potential impacts that the work will have here</small></p> <ul style="list-style-type: none"> • Students unions will be better placed to send Black students to training events as they will be less costly. • More • Students unions by sending their representatives to such events will be demonstrating that they are actively challenging racism and so helping to meet their equalities duties. 	
Outputs & Deliverable Actions (Inputs)	<p><small>Make clear what will be produced or run here</small></p> <ul style="list-style-type: none"> • A series of events run in the regions that include a range of workshops on the different issues affecting Black students and most of the workshops that are run at the national training conference. • Travel will have to be organised for FE students. • Rooms will have to be booked for the events (free rooms in students unions) • Research and survey will have to be conducted • The training materials will have to be designed, printed and posted to students unions. • All text will have to be translated and printed in Welsh 	

Member Benefit Test Check	<p>Make clear the key things that will need to be done to ensure their production or running</p> <p>Regional events are less costly to attend. Students unions and NUS are always looking for ways to save money yet increase participation.</p> <p><input type="checkbox"/> <input type="checkbox"/> Student's Union officers and their staff are looking for ways to increase equality of opportunity and promote good race relations training and resources will assist them in this.</p>
	<p>Design How have you or can you involve students' unions in the design of this work?</p> <ul style="list-style-type: none"> • Research will be conducted by survey and during the Black students' conferences regional networks on regional issues to tailor the events.
	<p>Delivery How have you or can you involve students' unions in the delivery of this work</p> <p>Running both regional and national train the trainer style events in order to cascade the training will ensure that the information reaches as much of the membership as possible.</p>
Success Criteria	<p>How will we know if this has been successful?</p> <ul style="list-style-type: none"> • More Black Students and Black Students officers trained in carrying out campaigns on their campuses. • A report on the research produced • Increased participation in Black Students Campaign events
Nations	<p>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project?</p> <p>This project applies across the UK and my primary contacts will be the Nations Black Students officers</p>
<p>Direct Resource Costs and cost centre to be used Specific time and money to be expended on this</p>	<p>Indirect costs (ie others' budgets) Others' time and money to be expended on this</p>
<p>Key Central Services Implications Are there any implications on any of the business services or shared services, like reception, design etc?</p> <p>Black Students- Campaigns budget £790</p>	
<p>Attach breakdown of budget if appropriate: Print outs and folders for workshops and exercises £0</p> <p>Travel and accommodation for officer and committee to regional networks £740</p> <ul style="list-style-type: none"> • 4 x6 committee members £20 • Officer region to region 4 x £35 • Officer accommodation x 2 nights £120 	
Contingency	£50
Total	£790
Start Date: January 2011	Completion Date: February 2011

ZONE: BLACK AMOUNT: £1150

Title Cross Liberation Days		
Lead Officer Kanja Ibrahim Sesay	Lead Staff Member	Which Policy Zone(s) (if appropriate) Black Students' Campaign
Which Directorate (if appropriate) Campaigns and Strategy	Which Department (if appropriate) Social Policy	Which Strategic Theme(s)? 1 Funding & Participation 2 Education 3 Fairer Society 4 Activities & Development 5 Strong Unions
Background	<p><small>Insert background and context to the work here</small></p> <p>Many Black Students also fall into the other Liberation groups. It is important that the double or triple discrimination that they face is recognized and that we address the discrimination they face from the various groups they define into.</p> <p>The Cross liberation days were an initiative started by liberation representatives on the Black students committee about 5 years ago. They were a chance for Black students to take their caucus further and hold a day long event that was dedicated solely to their issues. The Black Womens Day in particular has proven successful. The event held 2 years ago had more registrations than the NUS annual Women's conference that year. This proves that Black students do have a passion for issues that affect them but much of the time Black students do not feel that these campaigns represent them.</p> <p>These days aim to give Black students that define into these group the time to discuss the issues that affect them, receive training and decide on how they are going to increase the involvement of Black students in the other liberation group as well as what the Black students campaign should be taking up on their behalf.</p>	
Impacts on students or unions	<p><small>Make clear the potential impacts that the work will have here</small></p> <p><input type="checkbox"/><input type="checkbox"/> Engage and create interest in the other liberation campaigns for Black students.</p> <ul style="list-style-type: none"> • Make Black students feel like an integral part of the other liberation campaigns. <p>Open up the opportunity to discuss and support issues that directly effect Black women, LGBT and disabled students and the opportunity for students to campaign on these issues on campus</p> <p><input type="checkbox"/> Addressing the issues of Black under-representation is about challenging racial discrimination and in doing so, helping students' unions to meet their legal duties under the Race Relations Amendment Act, for which they have a vicarious liability under the law.</p>	
Outputs & Deliverable Actions (Inputs)	<p><small>Make clear what will be produced or run here ; Make clear the key things that will need to be done to ensure their production or running</small></p> <p>Outputs: A series of 1 day self-defining conferences Deliverable Actions:</p> <p>An event will have to be organized for each;</p> <ul style="list-style-type: none"> • Publicity • Venue (free students union) • Speakers • Lunch and other refreshments • Joint liberation meetings 	

Member Benefit Test Check	<p>Demand Where's the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps Directive motions have been passed at NUS Black Students Conference demanding action in the area of cross liberation work. Students' union officers and their staff are looking for ways to increase equality of opportunity and promote good race relations training and these resources will assist them in achieving their objectives.</p> <p>Design How have you or can you involve students' unions in the design of this work? Feedback from Liberation caucuses at Black students' conference will be used to consider how the event will run. The Liberation reps on Black Students committee and the Black students reps on the other Liberation committees will take the lead on these.</p> <p>Delivery How have you or can you involve students' unions in the delivery of this work Running both regional and national train the trainer style events in order to cascade the training will ensure that the information reaches a far great reach of the membership.</p>														
Success Criteria	<p>How will we know if this has been successful?</p> <ul style="list-style-type: none"> • Increased cross liberation initiatives. • Good attendance to the events. 														
Nations	<p>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project? This project applies across the UK and my primary contacts will be the Nations' autonomously elected Black Students' Officers who I have already been working with. We are looking into potentially having such days in the unions also.</p>														
<p>Direct Resource Costs and cost centre to be used Specific time and money to be expended on this Black Students' Campaigns budget</p> <p>£ 1,150</p>	<p>Indirect costs (ie others' budgets) Others' time and money to be expended on this</p>														
<p>Key Central Services Implications Are there any implications on any of the business services or shared services, like reception, design etc? NUS administration-mailing out materials to students' unions Communications - blogs and updates Web services- making resources available online ad setting up survey on survey monkey.</p>															
<p>Attach breakdown of budget if appropriate:</p> <table border="0" style="width: 100%;"> <tr> <td>Each day will be budgeted £250 for: x 3</td> <td style="text-align: right;">£750</td> </tr> <tr> <td>-posters</td> <td></td> </tr> <tr> <td>-leaflets</td> <td></td> </tr> <tr> <td>-travel for speakers</td> <td></td> </tr> <tr> <td>Travel for officer and committee</td> <td style="text-align: right;">£350</td> </tr> <tr> <td>Contingency for overspend</td> <td style="text-align: right;">£50</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">£ 1, 150</td> </tr> </table>		Each day will be budgeted £250 for: x 3	£750	-posters		-leaflets		-travel for speakers		Travel for officer and committee	£350	Contingency for overspend	£50	Total	£ 1, 150
Each day will be budgeted £250 for: x 3	£750														
-posters															
-leaflets															
-travel for speakers															
Travel for officer and committee	£350														
Contingency for overspend	£50														
Total	£ 1, 150														
<p>Start Date August 2011</p>	<p>Completion Date June 2012</p>														

ZONE: BLACK AMOUNT: £2635

Title: Using the Equality Bill 2010- Know your rights		
Lead Officer Kanja Ibrahim Sesay	Lead Staff Member	Which Policy Zone(s) (if appropriate)
Which Directorate (if appropriate) Campaigns and Strategy	Which Department (if appropriate) Social Policy	Which Strategic Theme(s)? 1 Funding & Participation 2 Education 3 Fairer Society 4 Activities & Development 5 Strong Unions
Background	<p><small>Insert background and context to the work here</small></p> <p>RR(A)A (Equalities Act) is massively underused in educational institutions, consequently Black Students face discrimination which directly impacts across FE and HE. It is an important advance in protecting Black Students in education. The law imposes a 3 strand general duty on institutions to eliminate unlawful discrimination; promote equality of opportunity; and promote good race relations between persons of different racial groups.</p>	
Impacts on students or unions	<p><small>Make clear the potential impacts that the work will have here</small></p> <ul style="list-style-type: none"> • Increased understandings of how they and their students should be going about implementing the legislation. • Failure to implement RR(A)A (Under Equalities Act) will be less diverse, less inclusive and less responsive student unions. This also exposes students unions to be prosecuted under Equalities legislation. 	
Outputs & Deliverable Actions (Inputs)	<p><small>Make clear what will be produced or run here</small></p> <ul style="list-style-type: none"> • Provide Equalities guide on effectively understanding and implementing RR(A)A (Equalities Act). • Materials including posters will have to be designed, printed and posted to students unions. • National and regional training events will be conducted. <p>Deliverable Actions:</p> <ul style="list-style-type: none"> • Research will have to be conducted on the institutions and unions that comply or are in the process of complying. • The materials will have to be designed, printed and posted to unions. • All text will have to be translated and printed in Welsh. 	
Member Benefit Test Check	<p>Demand</p> <p><small>Where's the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps</small></p> <ul style="list-style-type: none"> • A motion was passed at Black Students Conference demanding action in this area. • As increasing attention is put on the single equalities Acts all institutions. The recent production of the Inclusive Students union guide by NUS, ECU and AMSU affirms the duty of students unions to comply. They will require training and resources to go about doing this. • Students Union officers and their staff are looking for ways to increase equality of opportunity and promote good race relations training and resources will assist them in this. 	

	<p>Design How have you or can you involve students' unions in the design of this work?</p> <ul style="list-style-type: none"> Regional events and consultations on how to implement Equalities Act 2010 Responding to individual unions requests and concerns. Research in the form of survey to determine how many institutions and SU's are in compliance with the legislation. 													
	<p>Delivery How have you or can you involve students' unions in the delivery of this work</p> <ul style="list-style-type: none"> Running both regional and national train the trainer style events in order to cascade the training will ensure that the information reaches as much of the membership as possible. 													
<p>Success Criteria</p>	<p>How will we know if this has been successful?</p> <ul style="list-style-type: none"> More institutions complying with legislation Up to 40 Students unions to have officers trained in using the RR(A) (Equalities Act) Students unions informed about their duties under the single equalities bill. A increase in students unions with Black Students Officers 													
<p>Nations</p>	<p>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project?</p> <p>This project applies across the UK and my primary contacts will be the Nations' autonomously elected Black Students' Officers who I have already been working with.</p>													
<p>Direct Resource Costs and cost centre to be used Specific time and money to be expended on this</p> <p>NUS Black Students Campaign – Campaigns budget (Maybe Education)</p> <p>Total £2635</p>	<p>Indirect costs (ie others' budgets) Others' time and money to be expended on this</p>													
<p>Key Central Services Implications Are there any implications on any of the business services or shared services, like reception, design etc?</p> <p>Administration –Mailing out materials Communications – blogs, updates and publicity Web services- making resources available online and setting up survey on survey monkey.</p>														
<p>Attach breakdown of budget if appropriate</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Re-design and update of guides</td> <td style="text-align: right;">£ 180</td> </tr> <tr> <td>1000 x Guides</td> <td style="text-align: right;">£ 945</td> </tr> <tr> <td>Officer and committee travel for training</td> <td style="text-align: right;">£1,200</td> </tr> <tr> <td>Sending out materials to student unions</td> <td style="text-align: right;">£500</td> </tr> <tr> <td>Contingency for overspend</td> <td style="text-align: right;">£100</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">£2635</td> </tr> </table>			Re-design and update of guides	£ 180	1000 x Guides	£ 945	Officer and committee travel for training	£1,200	Sending out materials to student unions	£500	Contingency for overspend	£100	Total	£2635
Re-design and update of guides	£ 180													
1000 x Guides	£ 945													
Officer and committee travel for training	£1,200													
Sending out materials to student unions	£500													
Contingency for overspend	£100													
Total	£2635													
<p>Start Date August 2011</p>	<p>Completion Date August 2012</p>													

ZONE: BLACK AMOUNT: £415

Title		
Black Students Employability		
Lead Officer Kanja Ibrahim Sesay	Lead Staff Member	Which Policy Zone(s) (if appropriate) Black Students
Which Directorate (if appropriate) Campaigns & Strategy	Which Department (if appropriate) Social policy	Which Strategic Theme(s)? 1 Funding & Participation 2 Education 3 Fairer Society 4 Activities & Development 5 Strong Unions
Background	<small>Insert background and context to the work here</small> Black Students are less likely to be employed after graduation and where they are, are set to earn up to 9% less than their white peers. With the current economic crisis this is set to be even worse. The TUC warns that cuts in education and health will impact massively increase black unemployment. TUC analysis of the Labour Force Survey stated that unemployment rate for Black workers increased from 10.2% in October- December 2007 to 13% in the same quarter last year (2010). Young Black people 18-24 years old stands at 30.5% in 2010. To recoup money spent bailing out he banks the government has announced a decade of public sector cuts that will hit the poor the hardest. More financial attacks on students are likely and with 77% of Black people living in the 88 worst boroughs they will be hugely affected. This also means that Black students find themselves in the worst resourced schools that offer very poor careers advice and so are put at a disadvantage in terms of knowing how to enrich their CV's. This project aims redress these issue before they get even worse by continuing to campaign that equality measures are enforced during applications procedures. The materials produced provide Black students with guidance on how to enhance their employability throughout different stages of their education, as well as educate them on Trade unions. We would also like to hold a national and regional careers event that includes a wide range of opportunities and advice for Black students.	
Impacts on students or unions	<small>Make clear the potential impacts that the work will have here</small> <ul style="list-style-type: none"> • Black student's involvement in students union should increase when Black students realise the benefits they can gain from experience. • More Black Students on graduate programmes and better informed about employability. • Better use of career development services. • Increased knowledge of the benefits of trade unions 	
Outputs & Deliverable Actions (Inputs)	<small>Make clear what will be produced or run here</small> Outputs: <ul style="list-style-type: none"> • Employability guide, giving Black students information on the job market and how to build up a good CV from their 1st year in FE or HE. • Work with Network for Black Professionals to provide mentoring schemes for Black students. • National and regional events on employability including CV clinics. • Supporting Trade unions in their efforts to ensure that applications procedures are fair,like the anonymisation of forms. Deliverable Actions: <ul style="list-style-type: none"> • The materials will have to be designed, printed and posted to students unions. • All text will have to be translated and printed in Welsh. • National and regional train events on employability. 	

Member Benefit Test Check	Demand Where's the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps <input type="checkbox"/> There is an increasing demand backed up by policy Black Students Conference demanding action in this area. <input type="checkbox"/> Student's Union officers and their staff are looking for ways to increase equality of opportunity and promote good race relations training and resources will assist them in this.										
	Design How have you or can you involve students' unions in the design of this work? <ul style="list-style-type: none"> National and regional events and consultations 										
	Delivery How have you or can you involve students' unions in the delivery of this work Running both regional and national train the trainer style events in order to cascade the training will ensure that the information reaches as much of the membership as possible. Encourage students unions to liaise with their career development services to organise appropriate events.										
Success Criteria	How will we know if this has been successful? <ul style="list-style-type: none"> A significant increase in Black Students in employment after graduation. An increase in Black students participating in their students union activities. Increased participation in Black Students Campaign events 										
Nations	Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project? This project applies across the UK and my primary contacts will be the Nations' autonomously elected Black Students' Officers who I have already been working with.										
Direct Resource Costs and cost centre to be used <small>Specific time and money to be expended on this</small> Black Students- Campaigns budget £415	Indirect costs (ie others' budgets) <small>Others' time and money to be expended on this</small>										
Key Central Services Implications <small>Are there any implications on any of the business services or shared services, like reception, design etc?</small> NUS administration-mailing out materials to students' unions Communications – blogs, updates and publicity Web services- making resources available online (NUS Connect) ad setting up survey on survey monkey.											
Attach breakdown of budget if appropriate <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">2,000 x employability guides</td> <td style="text-align: right;">Sponsored</td> </tr> <tr> <td>Travel for officer and committee to run training events</td> <td style="text-align: right;">£175</td> </tr> <tr> <td>Publicity for careers fair (1000 leaflets and 250 posters)</td> <td style="text-align: right;">£190</td> </tr> <tr> <td>Contingency</td> <td style="text-align: right;">£100</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">£415</td> </tr> </table>		2,000 x employability guides	Sponsored	Travel for officer and committee to run training events	£175	Publicity for careers fair (1000 leaflets and 250 posters)	£190	Contingency	£100	Total	£415
2,000 x employability guides	Sponsored										
Travel for officer and committee to run training events	£175										
Publicity for careers fair (1000 leaflets and 250 posters)	£190										
Contingency	£100										
Total	£415										
Start Date August 2011	Completion Date June 2012										

ZONE: BLACK AMOUNT: £1430

Title For A free education		
Lead Officer Kanja Ibrahim Sesay	Lead Staff Member	Which Policy Zone(s) (if appropriate) Black Students Campaign
Which Directorate (if appropriate) Campaigns & Strategy	Which Department (if appropriate) Social policy	Which Strategic Theme(s)? 1 Funding & Participation 2 Education 3 Fairer Society 4 Activities & Development 5 Strong Unions
Background	Insert background and context to the work here The introduction of top-up fees and average debts of over £20,00 have disproportionately affected Black students. Many are forced to live at home while studying to minimise student debt, while others work longer hours to fund their education. Some Black students are unable to take loans due to religious reason. Towards the end of the last academic year Vice chancellors began lobbying for higher fees and more recently Peter Mandleson, Secretary of State for Business, Innovation and Skills, suggested that tuition fees should be increased to £7,000 a year. The Black students campaign rejects the notion that a free education is not sustainable and maintains that the governments choice not to fully fund education is about their priorities not their capabilities. No to More Fees – investment not cuts – Free education and fair access for all to raise awareness of discriminatory impact on Black students from increased fees, inadequate grants, the removal of EMA and education cuts Make the argument for investment in FE and HE. Ensure the NUS makes clear this discriminatory impact through case studies and campaigns. Campaign against all cuts to education and an increase in fees. Britain needs a highly skilled workforce to be successful in the global economy. Yet Britain currently has a lower rate of university participation, at 43%, than many other countries and will fall well short of the government target of half of young people attending university by 2010. The failure to meet its 50 percent target is a result of government funding policies that have left students with record levels of debt. The crisis in the government's policy of making students bear the cost of expanding higher education is now completely exposed by its decision to freeze student numbers. To add to this racial discrimination is know to exist in the university applications system and the proportion of new students at English universities from lower socio-economic groups is now falling. With 77% of Black people in this country living in the 88 poorest boroughs it is Black students who are not making it to university. This project aims to conduct vital research on the effects of tuition fees and their potential increase on Black students to add to the NUS' submission to the education funding review. We also aim to find out what individual Black students feel about the education funding system and produce a white paper in conjunction with other sections of NUS that have policy of free education. Work with the NUS International Students' Campaign to support international students against excessive bank and visa charges exorbitant course fees and inadequate welfare support services as determined by Black international students. With the proposed increase in fees an even greater amount of pressure will be put on Black students from other countries	
Impacts on students or unions	Make clear the potential impacts that the work will have here <ul style="list-style-type: none"> • It is important for students unions to know the effects of education funding on their underrepresented groups. • A white paper, using the model of free education will give those students unions an overview of an alternative view of how education can be funded. 	

Outputs & Deliverable Actions (Inputs)	<p>Make clear what will be produced or run here ; Make clear the key things that will need to be done to ensure their production or running</p> <p>Ouputs:</p> <ul style="list-style-type: none"> • A consultation document on the effects of the current education funding system on Black students and the further effects if fees are to be increased. • The production of a white paper on education funding, based on the model of free education. <p>Deliverable Actions:</p> <ul style="list-style-type: none"> • National, regional and survey consultation will have to be to be conducted • The materials will have to be designed, printed and posted to students unions. • All text will have to be translated and printed in Welsh • All materials will be made available online 	
Member Benefit Test Check	<p>Demand Where's the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps</p> <ul style="list-style-type: none"> • A motion was passed at Black Students Conference demanding action in this area. • Students and officers are constantly asking about why the campaign has this stance on free education and what our proposed alternative is to the NUS' blueprint. A white paper. • It is important that all perspectives to the education funding review are put forward and the consultation and research on the effects on Black students will help to inform NUS' submission. <p>Design How have you or can you involve students' unions in the design of this work?</p> <ul style="list-style-type: none"> • Consultation on their views and policy. <p>Delivery How have you or can you involve students' unions in the delivery of this work</p> <ul style="list-style-type: none"> • Black students committee will be asked to present the white paper once produced at regional events and respond to requests and concerns of individual students unions. 	
Success Criteria	<p>How will we know if this has been successful?</p> <ul style="list-style-type: none"> • A well informed view of the effects of education funding systems on Black students. • A well informed white paper that receives the approval of students unions. 	
Nations	<p>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project?</p> <p>This project applies across the UK (bar Scotland for the free education element) and my primary contacts will be the Nations' autonomously elected Black Students' Officers who I have already been working with.</p>	
<p>Direct Resource Costs and cost centre to be used Specific time and money to be expended on this Black Students- Campaigns budget</p>		<p>Indirect costs (ie others' budgets) Others' time and money to be expended on this</p>
<p>Total</p>		<p>£1430</p>
<p>Key Central Services Implications Are there any implications on any of the business services or shared services, like reception, design etc? NUS administration-mailing out materials to students' unions Communications – blogs, updates and publicity</p>		

Web services- making resources available online ad setting up survey on survey monkey.

Attach breakdown of budget if appropriate

500 x White paper document	£1000
Travel for officer and committee to run consultations	£ 280
Postage to Students unions	£ 250
Contingency for overspend	£100

Total **£1430**

Start Date
August 2011

Completion Date
June 2012

ZONE: BLACK AMOUNT: £2390

Title International Peace and Justice		
Lead Officer Kanja Ibrahim Sesay	Lead Staff Member	Which Policy Zone(s) (if appropriate) Black Students
Which Directorate (if appropriate) Campaigns & Strategy	Which Department (if appropriate) Social policy	Which Strategic Theme(s)? 1 Funding & Participation 2 Education 3 Fairer Society 4 Activities & Development 5 Strong Unions
Background	<p>From the horrific assault on the aid flotilla to Gaza, to the bombing of Libya and the selling of arms to fuel civil wars in the Congo, Black people are the overwhelming majority of humanity and disproportionately live with the results of colonialism. Many millions live in poverty caused by the economic policies and institutions of the West. Whilst the occupations continue abroad in Palestine, Iraq and Afghanistan, and the people of the Middle East fight back against western supported governments, at home we face a clamp down on legitimate protest, whether it is against wars or the economic mess caused by bankers as we saw at the G20 summit in London.</p> <p>The students' movement has been at the forefront of historic international struggles and the NUS Black Students' Campaign has a key role in demanding the liberation of Black people by opposing western economic and military domination and supporting peace, justice and equality. The NUS Black Students' Campaign will also continue to proactively campaign on current world issues – ending the occupation in Iraq, bombing of Libya, a stop to the starvation of Palestinians and solidarity with Venezuela and the Arab spring.</p>	
Impacts on students or unions	<p>Make clear the potential impacts that the work will have here</p> <ul style="list-style-type: none"> •Promoting the importance of campaigning on international issues to students unions •Students and officers will have concise and reliable information on international issues 	
Outputs & Deliverable Actions (Inputs)	<p>Make clear what will be produced or run here</p> <p>Outputs:</p> <ul style="list-style-type: none"> •Production of an International peace and Justice Information pack contacting Black students campaign briefings and those from other organisations. •Research into which of our institutions invest in the arms trade with the aim of making this information public and co-ordinating campaigns on those campuses. •Assisting Let Palestinians study in the production of their materials and having these sent out to unions •Raising awareness around and campaigning to ensure that the government fully recognise and commemorate slavery memorial day. •Invite students from the All Africa Students union to do a speaker tour in order to raise awareness of their campaigns in Britain. <p>Deliverable Actions:</p> <ul style="list-style-type: none"> • The appropriate research will have to be done. • National and regional, international peace and justice workshops will be planned. • The materials will have to be designed, printed and posted to students' unions. • All text will have to be translated and printed in Welsh. • All materials produced will be made available on line • Blogs, the website and communications services will be used to publicise and events and make the materials and information available to the whole membership and external organisations. 	

	Model motions will be made available to assist in making such campaigns students union policy.	
Member Benefit Test Check	<p>Demand Where's the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps</p> <ul style="list-style-type: none"> • A numbers of motions were passed at NUS Black Students' Conference demanding action in these areas. • Many students unions and individual students have already been involved in campaigns and would like a co-ordinated response to these issues. 	
	<p>Design How have you or can you involve students' unions in the design of this work?</p> <ul style="list-style-type: none"> • Regional events including workshops on running international campaigns. • Responding to individual students' unison requests and concerns. 	
	<p>Delivery How have you or can you involve students' unions in the delivery of this work</p> <ul style="list-style-type: none"> • Running both regional and national workshops in order to cascade the training will ensure that the information reaches as much of the membership as possible. • Students unions will be centrally involved in helping to obtain information on their institutions potential arms investments. 	
Success Criteria	<p>How will we know if this has been successful?</p> <p>Increased activity of students unions on International issues.</p>	
Nations	<p>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project?</p> <p>This project applies across the UK and my primary contacts will be the Nations' autonomously elected Black Students' Officers who I have already been working with.</p>	
<p>Direct Resource Costs and cost centre to be used Specific time and money to be expended on this</p> <p>NUS BSC Budget £1,125</p>		<p>Indirect costs (ie others' budgets) Others' time and money to be expended on this</p> <p>Design</p>
<p>Key Central Services Implications Are there any implications on any of the business services or shared services, like reception, design etc?</p> <p>NUS administration - mailing out materials to students' unions</p>		

Communications – blogs,updates and publicity
Design
Web services- making resources available online.

Attach breakdown of budget if appropriate

1000 x Folders for International Peace and Justice materials	£800
1000 x each BSC International briefing or campaigns document	£990
Joint production of Let Palestinians study materials	£350
Postage to students unions	£250

Total £ 2,390

Start Date
August 2011

Completion Date:
June 2012

ZONE: BLACK

AMOUNT: £1125

Title		
No To Islamophobia		
Lead Officer	Lead Staff Member	Which Policy Zone(s) (if appropriate)
Kanja Ibrahim Sesay		
Which Directorate (if appropriate)	Which Department (if appropriate)	Which Strategic Theme(s)? 1 Funding & Participation 2 Education 3 Fairer Society 4 Activities & Development 5 Strong Unions
Background	<p><small>Insert background and context to the work here</small></p> <p>Islamophobia is the dread, hatred and hostility towards Islam and Muslims perpetuated by a series of closed views that imply and attribute negative and derogatory stereotypes and beliefs to Muslims. Islamophobia can manifest itself in a number of ways:</p> <ul style="list-style-type: none"> • widespread negative depiction of Muslims and Islam in the media • attacks, abuse and violence against Muslims on the street • desecration of mosques and cemeteries • discrimination in education, training and employment • lack of provision, recognition and respect for Muslim sensitivities in public institutions, like colleges and universities <p>Since the 7 July 2005 London bombing, and the 2007 attacks on Glasgow Airport, there has been a substantial rise in Islamophobia, leading to Muslim students feeling alienated on their campuses. Statistics from the Muslim Safety Forum in August 2005, reported that attacks in London alone increased by 500%. The Federation of Student Islamic Societies (FOSIS) national survey showed 72 per cent of Muslim women experienced verbal abuse and threatening behaviour, relating directly to their visible Muslim presence. Women wearing the hijab are particularly targeted with explicit racism. Islamophobia also results in increased racism against non-Muslim students who are assumed to be Muslim.</p> <p>The lack of provision for Muslim students has added to their feeling of exclusion from campus life. Two central requirements currently lacking in the education sector are prayer facilities and Muslim chaplains or counseling facilities to support Muslims. With the rise in Islamophobia, the NUS Black Students' Campaign has challenged the hostilities directed against Muslim students, and provided a voice for concerns to the government.</p> <p>It is important that the Muslim community is not scapegoated or demonised. Instead, an approach that recognises and caters for the needs of Muslim students and takes steps to address all Black students' concerns will mean that we can begin to fulfill the potential of our multicultural society and challenge those who claim that there is a 'clash of civilisations' between Muslims and non-Muslims in Britain.</p> <p>The project aims to inform students' unions about the needs of Muslim students and equip both unions and Muslim students with the ideas and tools to create a more inclusive students' union environment.</p> <p>Work with anti-fascist organisations to educate students about the dangers of the groups like the BNP and EDL. Produce a briefing on how to tackle racism and Islamophobia in the media. Encourage students to work with UAF and others to turn out the vote against the BNP in the run up to the general election by for example by increasing Black student registration. Work with NUS and FOSIS to respond to the governments 'Prevent' initiative on extremism which shows the Governments aim to witch hunt Muslim students and makes no mention of the EDL and BNP</p>	
Impacts on students or	Make clear the potential impacts that the work will have here	

unions	<ul style="list-style-type: none"> • A change in culture towards Muslim students and a more inclusive students' union that recognises and provides for religious and cultural differences. • Demonstrates that a union is actively challenging racism and so helping to meet their equalities duties. • Addressing the issues of racism afflicting Muslim students and challenging racial discrimination. By doing so, helping students' unions to meet their legal duties under the Race Relations Amendment Act and the Religious Discrimination Act 2003, all covered by the (Equalities 2010) for which they have a vicarious liability under the law.
Outputs & Deliverable Actions (Inputs)	<p>Make clear what will be produced or run here</p> <ul style="list-style-type: none"> • Campaigning materials on how to create a more inclusive students' union for Muslim students • Briefing for students' unions and Muslim students, including practical things like motions to be passed at students' union councils on increasing resources and support for Muslim students and Challenging Islamophobia Posters. • Research on the provisions for Muslim students in students' unions. • Surveys on Muslim student experiences in their unions. <p>Deliverable Actions:</p> <ul style="list-style-type: none"> • Research and survey will have to be conducted into provisions for Muslim students on campuses around the country • The materials will have to be designed, printed and posted to students' unions. • All text will have to be translated and printed in Welsh. • All materials produced will be made available on line • Blogs, the website and communications services will be used to publicise and events and make the materials and information available to the whole membership and external organisations.
Member Benefit Test Check	<p>Demand Where's the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps</p> <ul style="list-style-type: none"> • A motion was passed at NUS Black Students' Conference demanding action in this area. • Research by FOSIS, a representative organisation for Muslim students in Britain, demonstrates a clear need to challenge Islamophobia. • Student's union officers and their staff are looking for ways to increase equality of opportunity and promote good race relations training and resources will assist them in this. <hr/> <p>Design How have you or can you involve students' unions in the design of this work? Regional events and consultations. Research and surveys into provisions for Muslim students and how Muslim students respond</p> <hr/> <p>Delivery How have you or can you involve students' unions in the delivery of this work Running both regional and national workshops in order to cascade the training will ensure that the information reaches as much of the membership as possible. The survey will help inform and focus the work on provisions for Muslim students. Consultation will be conducted at regional events Support One Society Many Cultures events and work with other organisations on the issue</p>

Success Criteria	<p>How will we know if this has been successful?</p> <ul style="list-style-type: none"> • A 5% increase in the number of Muslim students involved in their students' unions within the academic year 2009-10 – measured by a survey at the end of the academic year. • Increased participation in the NUS Black Students' Campaign events • A 10% increase in the number of Muslim students involved in their unions' democratic structures within the academic year 2009-10. • A 10% increase in the number of colleges and universities with prayer room facilities and halal food provision. • A 15% increase in the number of Black students' participation in NUS Black Students' Campaign events in 2009-2010. • A report on the research produced. • A consultation document produced. 									
Nations	<p>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project?</p> <p>This project applies across the UK and my primary contacts will be the Nations' autonomously elected Black Students' Officers who I have already been working with.</p>									
<p>Direct Resource Costs and cost centre to be used Specific time and money to be expended on this Black Students' Campaigns budget</p> <p>£1,125</p>	<p>Indirect costs (ie others' budgets) Others' time and money to be expended on this Design</p>									
<p>Key Central Services Implications Are there any implications on any of the business services or shared services, like reception, design etc? NUS administration - mailing out materials to students' unions Design Web services- making resources available online ad setting up survey on survey monkey.</p>										
<p>Attach breakdown of budget if appropriate</p> <table border="0" style="width: 100%;"> <tr> <td>1,000 x Posters</td> <td style="text-align: right;">£200</td> </tr> <tr> <td>750 x Briefing</td> <td style="text-align: right;">£650</td> </tr> <tr> <td>Officer and Committee and travel to events during Islam Awareness Week</td> <td style="text-align: right;">£325</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">£1,125</td> </tr> </table>			1,000 x Posters	£200	750 x Briefing	£650	Officer and Committee and travel to events during Islam Awareness Week	£325	Total	£1,125
1,000 x Posters	£200									
750 x Briefing	£650									
Officer and Committee and travel to events during Islam Awareness Week	£325									
Total	£1,125									
<p>Start Date August 2011</p>	<p>Completion Date: June 2012</p>									

ZONE: BLACK AMOUNT: £870

Title Supporting Black Clubs and Societies		
Lead Officer Kanja Ibrahim Sesay	Lead Staff Member	Which Policy Zone(s) (if appropriate) Black Students
Which Directorate (if appropriate) Campaigns & Strategy	Which Department (if appropriate) Social policy	Which Strategic Theme(s)? 1 Funding & Participation 2 Education 3 Fairer Society 4 Activities & Development 5 Strong Unions
Background	<small>Insert background and context to the work here</small> <p>A Black Students first encounter with a Black group at college or university is likely to be a club or society like the ACS of Islamic society. These clubs and societies are a key point of contact with students unions and a bridge to further activism and involvement. Unfortunately Black clubs and societies are poorly catered for in students unions receiving very little support and funding. They subsequently direct events which the union should take more responsibility for under the Race relations (Amendment) Act such as Black history Month and anti-racist events.</p> <p>This project is intended to help develop these clubs and societies as well as training them in how to ensure that they achieve equality of resources in their students unions. By forming strong networks on their campuses and regionally they can be a source of support to each other for</p>	
Impacts on students or unions	<small>Make clear the potential impacts that the work will have here</small> <ul style="list-style-type: none"> • More Black societies will be active and properly resourced in students unions, providing a truly diverse range of activities that come under the students union. • Encourages students unions to respect and represent their Black Clubs and societies. • SU's will be equipped with more tools and resources on how to increase involvement of Black students. • Addressing the issues of black under-representation is challenging racial discrimination and so helping to meet their equalities duties. 	
Outputs & Deliverable Actions (Inputs)	<small>Make clear what will be produced or run here</small> <ul style="list-style-type: none"> • National and regional training events on running effective clubs and societies • Survey on how well funded and supported Black clubs and societies are • Encourage regional networks of Black societies. • Encourage a Black societies forum on each campus. <p>Deliverable Actions:</p> <ul style="list-style-type: none"> • Research and surveys will have to be conducted • The materials will have to be designed, printed and posted to students unions. • All text will have to be translated and printed in Welsh • All materials will be made available online 	

Member Benefit Test Check	Demand Where's the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps <ul style="list-style-type: none"> • A motion was passed at Black Students Conference demanding action in this area. • Student's Union officers and their staff are looking for ways to increase equality of opportunity and promote good race relations training and resources will assist them in this. • The numbers of Black sabbatical officers have decreased in some regions and students have expressed concern over the challenges and the abolishing of Black student officers positions in their unions. 	
	Design How have you or can you involve students' unions in the design of this work? Regional training events on how to run an effective club or society Research and survey into how Black clubs and societies are funded and supported. Responding to the individual requests and concerns of SU's	
	Delivery How have you or can you involve students' unions in the delivery of this work <ul style="list-style-type: none"> • Running both regional and national train the trainer style events in order to cascade the training will ensure that the information reaches as much of the membership as possible. • Working with National Association of Afro-Caribbean Societies 	
Success Criteria	How will we know if this has been successful? <ul style="list-style-type: none"> • Strong networks of Black clubs and societies and increased funding and resources allocated to Black clubs and societies (to be assessed by surveys) • Increased participation in Black Students Campaign events 	
Nations	Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project? This project applies across the UK and my primary contacts will be the Nations Black Students officers	
Direct Resource Costs and cost centre to be used Specific time and money to be expended on this Black Students- Campaigns budget		Indirect costs (ie others' budgets) Others' time and money to be expended on this Design
Total	£870	
Key Central Services Implications Are there any implications on any of the business services or shared services, like reception, design etc? NUS administration-mailing out materials to students' unions Communications – blogs, updates and publicity Web services- making resources available online ad setting up survey on survey monkey.		
Attach breakdown of budget if appropriate		
Design of leaflet		£120
5000 x Leaflet/brochure on running effective clubs and socs		£150
Travel for officer and committee to run training events		£ 400
Postage to Students unions		£ 150
Contingency for overspend		£50
Total		£870
Start Date August 2011		Completion Date: June 2012

ZONE: LGBT RUNNING COSTS: £12,172

Expenditure Type	Details and Commentary	Estimated Amount
Officer(s) Accommodation	Both officers will predominately stay at friends and families accommodation in most cities we visits. We are likely to claim for 1 hotel a month which we will base on London costing at a minimum of £70 a stay.	£1,680
Officer(s) Travel	General officer work (in HQ, Union visits etc) 3 journeys a month. Committee Meetings Other liberation & nation events, meetings, conferences.	£2,880 £200 £400
Officer(s) Expenses	Each officer has an expenses budget of £50 a month.	£1,200
Committee Accommodation	LGBT committee members very rarely need accommodation costs as we endeavour to ensure that the duties can be carried out in a day's travel. This is a contingency fund should the need arise a committee member to stay overnight somewhere for NUS LGBT related activities. We also plan that stay overs will be a more viable option for committee should they need to stay somewhere.	£300
Committee Travel	We intend to have 4 meetings a year. (not including the first meeting as in training cost and last meeting prior to conference as this is covered by conference budget) Each meeting is budgeted at £600 for committee travel. Each committee member will have a budget of £60 a year for their regional visits. (This does not	£2,560

	include for LGBT history month, freshers fairs or priority campaign work) Committee are asked to encourage union to cover their costs if they request a visit and have a budget to do so.	£840
Committee Expenses	Attendance at other Liberation conference, committee and events. Based on 6 places at £150 each. Plus National Conference 3 committee members. Budget for committee meetings at £4.25 each. Most events that committee members will attend are likely to be under 5 hours or catered so a contingency budget of £100 is provided additionally to committee meetings.	£1,350 £272 £100
Affiliations	Unite against Fascism IGLYO	£100 £40
Publications	LGBT Publications	£50
Sundries	General campaigning materials fund	£200

ZONE: LGBT AMOUNT: £335

Title LGBT Officer Residential		
Lead Officer Vicki Baars & Alan Bailey	Lead Staff Member Minda Burgos-Lukes	Which Policy Zone(s) (if appropriate) LGBT
Which Directorate (if appropriate) Campaigns and Strategy	Which Department (if appropriate) Social Policy	
Background	<p>NUS LGBT held LGBT activist training days for student activists since 2007. These have been a great success with over 200 students each year attending the training. Some of the student officers who attend have expressed a desire for some more in-depth training to help them develop their role as LGBT student representatives. LGBT officers are less likely to attend the summer training events run by NUS because training funding tends to be used for sabbatical roles and the majority of LGBT roles are part-time, and so this event seeks to fill that gap.</p> <p>In 2009 and 2010 LGBT Officer residentials were held. These were incredibly successful; most of the students trained become the most engaged in the campaign for the following year.</p>	
Deliverable Actions (Inputs) and Outputs	<p>Inputs Developing content Organising the venue for training and accommodation Producing printed materials Organising travel for committee members</p> <p>Outputs An overnight residential training event for 20 LGBT student leaders. Well equipped and trained LGBT Officers for the coming year</p>	
Impacts on students or unions	<p>For NUS The event will bring NUS training to a wider audience who would not normally have the opportunity to receive it and improve NUS' reputation with students from liberation groups who may feel unable to get involved in the main activities of the organisation.</p> <p>For Students More LGBT students will receive in-depth training on how to effectively represent their students, so LGBT students at 20 institutions will benefit from enhanced representation.</p> <p>For Unions Unions will benefit from better trained part-time representatives</p>	
Member Benefit Test Check	<p>Demand Where's the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps</p> <p>Policy has been passed at conferences. Student officer after our activist training days regularly request further training. Many students union don't offer in house training for part time officers or volunteers.</p>	

	<p>Design How have you or can you involve students' unions in the design of this work?</p> <p>Students on application suggest what they wish to get out of the course. This is used to finalise the content, as there is flexibility in the agenda. Feedback from previous years events is also used to inform the agenda.</p> <p>Delivery How have you or can you involve students' unions in the delivery of this work?</p> <p>Our committee help deliver the content for the event.</p>
<p>Success Criteria</p>	<p>How will we know if this has been successful?</p> <p>High attendance Positive feedback More active students Strengthened LGBT societies</p>
<p>Nations</p>	<p>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project?</p> <p>The nations were invited to take part in the training. None of the content was policy heavy so wouldn't have potential knowledge gaps for LGBT students.</p>
<p>Direct Resource Costs and cost centre to be used Specific time and money to be expended on this</p> <p><u>Expenditure</u> Accommodation for 20 people = £900 Travel for committee/officers = £175 Lunch / entertainment = £280 Total expenditure = £1,335</p> <p><u>Income</u> 20 HE participants @ £50 each = £1,000 Total income = £1,000</p> <p>Total cost = £335</p>	
<p>Key Central Services Implications Are there any implications on any of the business services or shared services, like PSU, design etc? You should make sure you speak to them to book in time before you submit</p> <p>Liberation Staffs Time.</p>	

ZONE: LGBT AMOUNT: £2496

Title LGBT Committee Training		
Lead Officer Vicki Baars/ Alan Bailey	Lead Staff Member Minda Burgos-Lukes	Which Policy Zone(s) (if appropriate) LGBT
Which Directorate (if appropriate)	Which Department (if appropriate) Social Policy	
Background	<p>NUS LGBT held LGBT activist training days for student activists since 2007. These have been a great success with over 200 students each year attending the training. Some of the student officers who attend have expressed a desire for some more in-depth training to help them develop their role as LGBT student representatives. LGBT officers are less likely to attend the summer training events run by NUS because training funding tends to be used for sabbatical roles and the majority of LGBT roles are part-time, and so this event seeks to fill that gap.</p> <p>In 2009 and 2010 LGBT Officer residentials were held. These were incredibly successful; most of the students trained become the most engaged in the campaign for the following year.</p>	
Impacts on students or unions	<p>Inputs Developing content Organising the venue for training and accommodation Producing printed materials Organising travel for committee members</p> <p>Outputs An overnight residential training event for 20 LGBT student leaders. Well equipped and trained LGBT Officers for the coming year</p>	
Outputs & Deliverable Actions (Inputs)	<p>For NUS The event will bring NUS training to a wider audience who would not normally have the opportunity to receive it and improve NUS' reputation with students from liberation groups who may feel unable to get involved in the main activities of the organisation.</p> <p>For Students More LGBT students will receive in-depth training on how to effectively represent their students, so LGBT students at 20 institutions will benefit from enhanced representation.</p> <p>For Unions Unions will benefit from better trained part-time representatives</p>	
Member Benefit Test Check	<p>Demand <small>Where's the evidence that people want this? NOTE That a policy mandate alone is not enough to demonstrate demand- you may have to undertake activity to grow demand from unions, officers or reps</small></p> <p>Policy has been passed at conferences. Student officer after our activist training days regularly request further training. Many students union don't offer in house training for part time officers or volunteers.</p>	

	<p>Design How have you or can you involve students' unions in the design of this work?</p> <p>Students on application suggest what they wish to get out of the course. This is used to finalise the content, as there is flexibility in the agenda. Feedback from previous years events is also used to inform the agenda.</p> <hr/> <p>Delivery How have you or can you involve students' unions in the delivery of this work?</p> <p>Our committee help deliver the content for the event.</p>
<p>Success Criteria</p>	<p>How will we know if this has been successful?</p> <p>High attendance Positive feedback More active students Strengthened LGBT societies</p>
<p>Nations</p>	<p>Consider Nations implications. Does this project apply across the UK? Is it specifically English only? Who is your key contact in each Nation on this project?</p> <p>The nations were invited to take part in the training. None of the content was policy heavy so wouldn't have potential knowledge gaps for LGBT students.</p>
<p>Direct Resource Costs and cost centre to be used Specific time and money to be expended on this</p> <p>Accommodation = £1,746 Travel = £600 Lunch = £150</p> <p>LGBT Main – Cost Centre</p>	
<p>Key Central Services Implications Are there any implications on any of the business services or shared services, like reception, design etc?</p> <p>Events and liberation staffing.</p>	

DISABLED RUNNING COSTS £4,500

Expenditure Type	Details and Commentary	Estimated Amount
Officer(s) Accommodation	Accommodation for officer and PA in Camden Lock Holiday Inn when in London, and in other suitable accommodation when elsewhere. Hoist required and possible bed blocks.	£10,000
Officer(s) Travel	Train/car/taxi, with PA	£4,000
Officer(s) Expenses	Food, unexpected travel costs incurred, with PA	£2000
Committee Accommodation	Accessible accommodation as directed by individual needs I think this may be more than last year because we have a bigger committee and more access needs, eg. Danielle, Matthew and Nathan	£5,000
Committee Travel	Train, car	£3,500
Committee Expenses	Food, including PAs	£1,000
Affiliations	None	0
Publications	Materials for events, pocket guides, internet resources, research questionnaire for accessible audit We're going to produce 2 toolkits, and we need about 30 paper copies of each (if other officers need them, they can be downloaded from NUS Connect). Additionally, we will be working with the Chief Returning Officer as agreed at Nat Conference with regards to producing an accessible campaigning pack for student officers who wish to run for the NUS elections – I presume this will not be coming out of the dismain budget as it's beneficial for NUS as a whole?	£1,500
Sundries	stationery costs	£0
	TOTAL (19,500 from Access)	£4,500

DISABLED £11,150

Workplan-

Title						
Action/Activity	Lead Officer/ Staff	Dates	Inputs/ Resources	Outputs	Outcomes/Impacts	Communications Messages/Methods
<p>Run 2 Disabled Activism Academies</p> <p>Last year it cost £1,000 subsidy from LIBCONF for 1 day, so estimate the cost as £2,000</p> <p>Last year we had £1,000 in DS budget for extra activity – don't know if it will be the same this year</p>	<p>RK/Jim/David/Minda</p> <p>Please can you let me know who you think the lead staff member will be for this and all of the below?</p>	<p>December 2011</p>	<p>Support from social policy, NEC, possibly PSU.</p>	<p>Hold a one day disabled activist academy with workshops, stalls and guest speakers. Aim to get 50 delegates. Toolkits. YouTube publicity</p>	<p>Building better activist culture. For student unions be able to run their own successful campaigns and for NUS to increase profile in student community.</p>	<p>To use connect, social networking sites, internet media and posters/leaflets to student unions encouraging student participation.</p>
<p>Disabled History Month – to produce toolkit (30 hard copies for disabled activist days) and committee travel to different SU</p>	<p>RK/Jim/David/Minda</p> <p>Please can you let me know who you think the lead staff member will be for this and all of the below?</p>	<p>December 2011</p>	<p>Support from campaigns and comms, social policy, NEC</p>	<p>Hold a history month, giving SUs the tools, knowledge and educational resources to gain a greater understanding of disability awareness and culture</p>	<p>Building better activist culture. For student unions be able to run their own successful campaigns and for NUS to increase profile in student community.</p>	<p>To use connect, social networking sites, internet media and posters/leaflets to student unions encouraging student participation.</p>

<p>events around the country.</p> <p>Estimate of £700</p>						
<p>Run 2 Mental Health and Well-being Awareness Days</p> <p>Last year it cost £2,500 for 1 day, so estimate the cost as £5,000, plus extra £100 for printing of toolkits</p> <p>Total £5,100</p>	<p>RK/Jim/David/Minda</p>	<p>January 2012</p>	<p>Support and input from campaigns assistant, comms, other liberation and NEC officers, use of information from mental health charities and organisations.</p>	<p>Holding 2 day events for sabbatical officers with workshops, speakers and information to take away.</p>	<p>Higher awareness of mental health and wellbeing in student unions, higher motivation amongst sabbatical officers to promote awareness of mental health issues and to provide support where wanted.</p>	<p>Mental health information to be given out in toolkits – information for those experiencing mental health issues, maintaining wellbeing and the like. Information to be advertised on social networking sites, NUS Connect. A video blog to touch on this.</p>
<p>Personal Care – National Advocacy Service – business plan needed £1,000</p> <p>3 case study blogs £750</p> <p>Round table event with</p>	<p>RK/Lewis Cooper/Rob Holland/Media and comms?</p> <p>Jim/David/Minda</p>	<p>Ongoing</p>	<p>Support from events and media departments, in organising and publicising launch of National Advocacy Service. Still establishing whether it would be part of NUS charity or Disability Alliance</p>	<p>Business plan to be drawn up with the help of NUSL. An event with media and interested organisations launching National Advocacy Service.</p>	<p>Higher awareness of the issues faced by students with personal care needs. This is to provide students who struggle with accessing personal care during study to utilise an advocacy service.</p>	<p>Working closely with David Willetts/BIS, and trying to get other ministers on board. Publicity in media, NUS Connect, social networking sites, video blog, NUSDIS newsletter on the contents and</p>

<p>Willetts £100</p> <p>Total £1,850</p>						<p>availability of report.</p>
<p>Access Challenge</p> <p>Travel and NUS award</p> <p>£1,000</p>	<p>RK/comms?</p>	<p>Ongoing</p>	<p>Working with DisabledGo, Attitude is Everything, Changing Places and comms. Publicity encouraging participation.</p>	<p>Access guides available to SUs with action plans so that they can improve accessibility within their SU and campus.</p>	<p>Access surveys and guides available on NUS Connect in conjunction with the DisabledGo website providing student officers with information with regards to their accessibility on campus. SUs to be encouraged to compete with each other to become accessible.</p>	<p>Show students and student unions best practice and therefore promote improvement in accessibility. NUS award for "best effort" to be given at NUS awards ceremony 2012.</p>
<p>Progressive Review</p> <p>£?</p>	<p>RK/Steering/DPC?</p>	<p>Motions to be submitted to conference by March 2012.</p>	<p>May need to do a referendum/survey monkey to see what our students want</p>	<p>Reviewing social model of disability, delegate entitlement and job share</p>	<p>To make sure the campaign is as accessible and progressive as possible</p>	<p>Surveys, social media, newsletters, NEC etc.</p>
<p>Accessible Campaigning toolkit – working with Chief Returning Officer</p>	<p>RK/Steering/DPC?</p>	<p>Before Christmas 2011</p>	<p>Support from DPC/steering/committee</p>	<p>Accessible toolkit to ensure officers have successful campaign material for</p>	<p>Improving accessibility in campaigning.</p>	<p>Toolkit, advising officers about production of accessible leaflets and manifestos etc, accessible</p>

£0				conference		behaviour at conference.
Monthly Video Blog £500	RK/Jim/David/Minda		RK to produce a monthly video blog, to be broadcast on YouTube and NUS Connect.	Increasing awareness of campaign, issues we are about and our attitude to issues surrounding disabled students.	Higher awareness of the campaign, allowing for greater participation. Advertising conference.	Advertising/links in normal publicity channels advertising the blog.
Newsletters £0	RK/Jim/David/Minda		KG to produce a fortnightly newsletter on the campaign, to be sent out via JISCMail.	Increasing awareness of campaign, issues we are about and our attitude to issues surrounding disabled students.	Higher awareness of the campaign, allowing for greater participation. Advertising conference.	Advertising/links in normal publicity channels advertising the service.
Conference £0 (costs from LIBCONF)	RK/Jim/David/Minda		Need for advertising of event, advertising for delegates, delegate submission of motions, speakers, fringe events and events team to take part in organisation.	Increasing awareness of campaign, issues we are about and our attitude to issues surrounding disabled students. This is to be done with the specific insight of	Greater awareness of the existence and extent of the campaign. Increasing general participation.	Advertising/links in normal publicity channels advertising event.

				disabled students themselves, dealing with issues they feel are most important.		
Fringe Event at National Conference £500	RK/Jim/David/Minda		Events to provide rooms etc. at conference venue. Particular speaker and materials to be provided.	Increasing awareness of issues disabled students face in wider student population.	Speakers, information to take away.	Messages should challenge widely held perceptions about disability and highlight issues of accessibility.
Responding to government cuts £500	RK/PSU/Rob Holland?	Ongoing	Produce briefings for SUs, sending committees to local anti-cuts activist days	Providing students and officers with tools and knowledge needed to challenge the cuts	Trying to make government review the cuts	NUS Connect, social media, NEC etc.
Ensuring DSAs are run efficiently £0	RK/David?	Ongoing	Support from social policy and Pete Mercer, meeting with student loans company	Ensuring assessors are meeting a high standard when assessing students, and that post-grad students are getting the support needed at the beginning of their course	Ensuring students have access to the course as soon as it begins	Meetings, blogs, NUS Connect, social media, briefings etc.

**Rough estimate:
£11,150
(without taking into account the progressive review)**

