Final Proposals
(Motions and Amendments)
CD10
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Zone | Membership

Motion 001  New Members of NUS

Submitted by: National Executive Council

Speech For: National Executive Council (2 minutes)
Speech Against: Free (2 minutes)
Summation: National Executive Council (1.5 minutes)

Conference resolves:
1. To accept the following new members into the membership of NUS.
   a. Linkage College Students’ Union
   b. Havering Sixth Form College Students’ Union
   c. East Norfolk Sixth Form College Students’ Union
   d. Wigan and Leigh Sixth Form College
   e. First4Skills training provider
   f. Oaklands College
   g. London School of Marketing

Motion 002  New Members of NUS (Merged)

Submitted by: National Executive Council

Speech For: National Executive Council (2 minutes)
Speech Against: Free (2 minutes)
Summation: National Executive Council (1.5 minutes)

Conference resolves:
1. To accept the following merged members into the membership of NUS.

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<thead>
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<th>Previous Institutions</th>
<th>New Institutions</th>
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<td>University of Glamorgan</td>
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<td>University of Wales, Trinity St David Students’ Union</td>
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Zone | Priority

Motion 101  A new deal for the next generation

Submitted by:  National Executive Council
Speech For:  National Executive Council (2 minutes)
Speech Against:  Free (2 minutes)
Summation:  Submitter of last successful amendment (1.5 minutes)

Conference believes:
1. Continued attacks on the prospects of students both in education and in their communities represent a whole generation let down by those with power
2. A feeling of powerlessness and precariousness is increasingly common among the rising generation, squeezed by global recession and biting financial pressures, uncertain about its prospects and its future
3. We too often feel let down by politicians who fail to speak on our behalf in a world where the odds are already stacked against us
4. Young people and students’ prospects continue to worsen due to rising unemployment and living costs
5. Evidence from Ipsos Mori public opinion polling shows more than two thirds of people believe the UK government does not adequately consider future generations in the decisions it makes today
6. The next UK general election is due to take place on Thursday 7 May 2015

Conference further believes:
1. At the 2010 general election, just 44 per cent of those aged 18 to 24 voted, compared 76 per cent of the over 65s
2. The introduction of individual voter registration (IER) threatens to further reduce the number of students and young people voting
3. The gulf in voting levels between the generations leaves young people losing out in policy terms
4. That NUS’ approach to the general election needs to be both local and national, supporting students to win locally and on a national level.
5. To achieve a new deal for the next generation we will need public support, and this is best achieved through working together with people in the communities we live in and finding common cause.
6. That NUS analysis of the 2011 census data demonstrates that there are over 60 constituencies in the UK with over 10 per cent full time students, and that the strength of the student voice and the student vote should be reaffirmed at every opportunity.
7. Young people are significantly less likely vote in either local or national elections than older voters meaning they are inadequately considered in party political dialogue.
8. Changes made to electoral voter registration have complicated the process and effectively disenfranchise some groups more than others, such as international students.
9. Much higher voter turnout of students in elections would be a significant demonstration of power.

Conference resolves:
1. To campaign for a new deal for the next generation across the themes of education, work and community
2. To use the opportunity of the next General Election to win for students both locally and nationally
3. To continue and develop the new campaigning partnership between NUS and the Trades Union Congress (TUC) to work together for a better deal for students and workers through a strong collective voice
4. To work with external allies and partners to maximise voter registration and electoral participation among young people and students to ensure their voices are heard
5. To launch a general election hub in 2014, and support every students’ union to develop their own election strategy - supporting students to win both locally and nationally.
6. To empower students and to connect student communities with wider society, including through continuing our community organising work and training students as community organisers on their campuses and in their communities.
7. To campaign nationally for political parties to adopt NUS demands, taken from policies passed or ratified by National Conference, and chosen by NUS NEC.
8. To focus on cross-generational community work and voter registration strategies.
9. NUS to strongly focus on student voter registration in relation to the 2015 general election.
10. NUS to provide a consistent model or framework on student voter registration, including influencing local authorities to simplify the process of voter registration.
11. NUS should influence Citizenship in the national curriculum and provide guidance to colleges and universities on how to include citizenship education in their programmes.
12. To explore the case for automatic voter registration.

**Amendment 101a  Defend education against all cuts**

Amendment Action: Delete all 101 and replace with 101a  
Submitted by: Belfast Met Students Union, Royal Holloway Students Union  
Speech For: Belfast Met Students Union (1.5 minutes)  
Speech Against: Free (1.5 minutes)  
Summation: Royal Holloway Students Union (1 minute)

**Conference further believes:**
1. Low voter turnout among students and young people reflects a feeling of being let down by mainstream politicians. No political party stands up for us.
2. If NUS were to focus solely on voter registration it would ignore many underlying reasons for young people not voting.
3. Even though all the Liberal Democrat parliamentary candidates signed the NUS pledge to oppose tuition fee increases in 2010, it didn’t stop them joining the Con-Dem coalition and voting to raise tuition fees to £9,000 a year.
4. It was the Labour Party that first introduced tuition fees, later trebling them to £3,000. Ed Miliband has not promised to fully reverse the Con-Dems latest rises.
5. Education is threatened with cuts and privatisation, not because of low student turnout in elections, but because these attacks are part of a wider austerity agenda - one that all 3 main parties are united on.

**Conference Resolves:**
1. The most effective way NUS can affect the general election and government policy is to launch a political campaign defend education against all cuts.
2. NUS should announce a programme of protests, occupations, and student strikes and fight alongside workers in a mass struggle to defend our education taxing the rich to create jobs and expand public services.

**Amendment 101b  MPs who broke the pledge**

Amendment Action: Add Amendment  
Submitted by: LeSoCo Students’ Union, Bexley College Students’ Union, Liverpool Hope SU, University of Leicester Students’ Union, Hull University Union  
Speech For: LeSoCo Students’ Union (1.5 minutes)  
Speech Against: Free (1.5 minutes)  
Summation: Bexley College Students’ Union (1 minute)

**Conference Believes**
1. The Browne Review into Higher Education funding was commissioned in 2009 and was not due to report until after the 2010 General Election.
2. It was widely expected that the review would propose a rise in the cap of tuition fees in England.
3. As a result NUS ran a high profile campaign with the aim of persuading any candidate running to be an MP in the UK to pledge to vote against any proposed rise in university tuition fees.
4. Every Liberal Democrat MP that was elected signed the pledge with over 200 Labour Candidates and 13 Conservative candidates.
5. Nick Clegg’s main promise to voters in 2010 was that there ‘would be no more broken promises’ if voters backed the Liberal Democrats.
6. After the election, the Lib Dems formed a coalition government with the Conservatives
7. On 9th December 2010 the government raised the tuition fee cap to £9k by only 21 votes
8. Every single Liberal Democrat MP that was elected to Parliament signed the pledge to vote against any rise in fees and 27 of those MPs broke their pledge, including Nick Clegg

Conference Further Believes
1. Liberal Democrat MPs were mainly elected off the back of that pledge and had huge support from students in constituencies with a high proportion of students where they cued for hours to be able to vote in 2010
2. That Nick Clegg and the Liberal Democrats not only betrayed students that voted for them on the basis of that pledge but they also called into question the fundamental basis of our democracy by seemingly lying their way into power
3. The Liberal Democrats had a chance to make tuition fees a deal breaker in the coalition agreement but chose to sell out students to get into number 10
4. Since 2010 we have seen education in England be dismantled and ideological polices that prop up elitism and force a market pushed through parliament
5. Nick Clegg's 'I'm Sorry' video will come as little comfort those students who voted for the Liberal Democrats under the guise of a different type of politics
6. Since coming to power the Liberal Democrats have backed plans to introduce individual voter registration, which would in effect remove 1000s of students of the electoral register
7. NUS has a responsibility restore student's faith in politics or else face alienating an entire generation from voting and we have to hold any MP that broke their pledge accountable

Conference Resolves
1. To stand up for those students betrayed by Nick Clegg and the Liberal Democrats
2. To campaign against Nick Clegg and any MP that broke their pledge to students by publicly highlighting their broken promise

Amendment 101c  Opposition to UKIP
Amendment Action: Add Amendment
Submitted by: Royal Holloway Students Union

Speech For: Royal Holloway Students Union (1.5 minutes)
Speech Against: Free (1.5 minutes)
Summation: Royal Holloway Students Union (1 minute)

Conference believes
1. We should be alarmed by the electoral rise of a "respectable" nationalist right, including UKIP.

Conference further believes
1. We must fight the idea there is a problem with immigration. Strain on jobs and services is a result of the government and private sector cuts, seeking to boost profits and the rich's wealth at the expense of all workers.
2. Withdrawal from the EU would not solve these problems but simply create a more independent neo-liberal UK in which nationalism runs riot.

Conference resolves
1. Make opposition to UKIP and the nationalist right a central part of our campaigning in the run up to the general election.
2. Call on the Labour Party to stop pandering to anti-migrant politics.
3. Support freedom of movement and equal rights for all.
Conference believes:
1. Building the movement to stop the government selling off the student loan book to private companies is an urgent priority.
2. George Osborne confirmed during the Autumn Statement in 2013 that the government is going ahead with the plans to sell off student loans taken out between 1998-2012.
3. There is widespread concern that handing over our student debt to private companies will lead to an increase in the financial burdens placed on students and graduates, as the new owners of the debts hike up interest rates in order to make more profits. These concerns are well placed given the fact that:
4. A secret report for the government has revealed, in order to ensure the student loan book is profitable for private companies the cap on interest for repayments would need to be increased or removed all together. This proposal would cause student debt to soar and represents a retrospective hike in tuition fees.
5. The Minister for Universities, David Willetts, made clear to a parliamentary select committee last June that it is very easy for the rate of interest to be hiked up: “In the letter that every student gets there are some words to the effect that government reserve the right to change the terms of the loans.”
6. Therefore, David Willetts’ reassurances that the terms and conditions on student loans will not be changed following the privatization of the student loan book ring hollow.
7. In the run up to the 2015 General Election we have a window of opportunity to put maximum pressure on MPs and Prospective Parliamentary Candidates to publicly oppose the sell off of student debt.
8. Education is a human right, and should not be in the hands of private financial companies.
9. That the sell-off of student loans has the potential to adversely affect students’ financial situations through higher debts.
10. Toni Pearce, NUS President, has previously said the sell-off was ‘extremely concerning’ as it would see ‘the public subsidising a private company making a profit from public debt’.
11. In January, the NUS National Executive Council resolved, ‘To support and promote the national week of action to stop the privatisation of student debt’.
12. The NUS National Executive were right to support grassroots action against the sell-off, but more political pressure is needed to prevent the sell-off.
13. NUS should campaign against this policy and build a movement against it until the government ceases the selling-off of student loans.

Conference resolves:
1. Organise under the banner of opposing the privatization of student loans and defending education.
2. Lobby MPs and Prospective Parliamentary Candidates to sign a pledge promising to oppose the privatization of student loans.
3. Coordinate national weeks and days of action –support and Students’ Unions and campus societies to organize ‘debt ins’, creative stunts, mass petitioning, protests and public meetings.
Amendment 101e  Fund jobs for all
Amendment Action:  Add Amendment
Submitted by:  National Executive Council, Royal Holloway Students’ Union, Students Union University of the Arts,

Speech For:  National Executive Council (1.5 minutes)
Speech Against:  Free (1.5 minutes)
Summation:  Students Union University of the Arts (1 minute)

Conference believes:
1. NUS research has shown that when asked what their greatest fear about the future is, more than half of students cite pathways to work or employment
2. Many students are also workers, and NUS’ Pound in Your Pocket research showed more than two thirds are employed during term time or holidays
3. Our work on employment must focus on ensuring good sustainable jobs for the next generation and pathways to work which are non-exploitative and fairly paid
4. A New Deal for Work is an essential component of a New Deal for the Next Generation
5. In December youth unemployment was 920,000, 20% of 16-24 year olds.
6. Young people are at the sharp end of mass unemployment created by the capitalist crisis and a management offensive against workers in public and private sectors (2.5 million unemployed).
7. Many new jobs will be “precarious”: low-paid, casualised and with few rights.

Conference further believes:
1. The general election provides an opportunity for an effective campaign on these issues.
2. We should oppose all cuts to jobs and fight for expanded public services to create socially useful, secure, well-paid jobs.
3. There is plenty of wealth in society: we should tax the rich to create jobs.
4. We should oppose casualisation and job insecurity, including zero hours contracts (which should be banned) and unpaid internships.

Conference resolves:
1. Campaign against youth and graduate unemployment and to “fund decent jobs for all”, developing a manifesto and working with trade union youth sections.
2. Campaign for the Minimum Wage to be raised to the Living Wage, without exemptions.
3. Work with trade unions for the Labour Party to adopt these policies.
4. Campaign to unionise students who work.
5. To support the NUS Commission on the Future of Work.
6. To support the forging of a New Deal on the Future of Work.

Amendment 101f  First term National demonstration
Amendment Action:  Add Amendment
Submitted by:  Royal Holloway Students’ Union, Students Union University of the Arts, Mid-Kent College Students’ Union, Dudley College Students’ Union, NUS Black Students’ Committee, Middlesex Students’ Union, Gateshead College Students’ Union,

Speech For:  Students Union University of the Arts (1.5 minutes)
Speech Against:  Free (1.5 minutes)
Summation:  Royal Holloway Students’ Union (1 minute)

Conference Resolves
1. Organise a first-term national demonstration themed on these lines.
Amendment 101g  TUC National demonstration
Amendment Action: Add Amendment
Submitted by: National Executive Council

Speech For: National Executive Council (1.5 minutes)
Speech Against: Free (1.5 minutes)
Summation: National Executive Council (1 minute)

Conference Believes:
1. The campaigning partnership NUS has signed with the TUC affirms our movements’ shared belief guaranteed employment and quality jobs; and where workers enjoy strong collective and individual rights at work
2. The NUS-TUC partnerships sets out a path to greater collaboration between the student and trade union movements, developing activists and campaigning together rather than apart

Conference resolves:
1. To support a TUC national demonstration focused on pathways to work and fair and sustainable jobs and ahead of the 2015 general election
Zone | Education

Motion 201  Higher Education qualifications

Submitted by: Higher Education Zone Committee

Speech For: Higher Education Zone Committee (2 minutes)
Speech Against: Free (2 minutes)
Summation: Proposer of last successful amendment (1.5 minutes)

Study is the one thing all students have in common. For two years we have campaigned for the adoption of partnership approaches to making higher education better – and we have won. But partnership will only become a reality if we now focus our energies on using partnership approaches to make the experience of studying transformative for every student. Study that transforms lives comes from students and course reps working directly with their lecturers as well as from students’ unions working with institutions to build inclusive educational communities, develop the capacity of students to shape their educational context and determine the future of higher education.

Conference believes:

1. Higher education has huge potential to transform and enrich the lives of those who undertake it. It extends their capabilities, enriches their understanding and builds their capacity to be a citizen who can effect change in the world.
2. Study and learning is what every student has in common, no matter their background, subject or level of study. Much learning happens in the classroom but much happens in the library, in the workplace, on the sports field, in an academic society or in the students’ union.
3. Learning happens in an academic community; being engaged and feeling a sense of belonging to their community is what helps students learn and achieve.
4. Too many students in higher education struggle to engage and fail to reach their academic potential because of non-inclusive practices in the classroom and on campus by lecturers, staff and peers.
5. The rhetoric of employability and employability skills is inadequate to enable students to achieve their aspirations for their life.
6. Being an active citizen in the twenty first century requires individuals to understand concepts like environmental sustainability, social injustice, ethical use of knowledge and political activism. A higher education that serves the public good would seek to develop students with these attributes.
7. If higher education is to be transformative for students and help them achieve their aspirations then students will have to take on more of a role in creating their own learning outcomes, defining their own learning spaces and shaping their own curriculum.
8. Students’ unions must be the cornerstone of student engagement.

Conference resolves:

1. To develop a plan of work for the HE Zone targeted at developing our understanding and that of our members of how to create inclusive, student-led learning communities in higher education institutions.
2. To focus on reforming curriculum design, assessment and feedback practice to support complex learning outcomes and develop graduate attributes fit for twenty-first century active citizens.
3. To work to better understand and rearticulate the employability agenda so that it is aligned to students’ aspirations rather than employer-led skills demands and support students’ unions to both influence their institution and deliver their own employability support in innovative and student-focused ways.
4. To work with the Student Engagement Partnership to develop partnership approaches to engaging and supporting students to take the lead in determining their own higher education learning journeys.
5. To research and disseminate good practice in embedding peer learning and peer mentoring practices in higher education.
Amendment 201a  Mature and Part Time Students

Amendment Action: Add Amendment
Submitted by: NUS Mature and Part Time Committee

Speech For: NUS Mature and Part Time Committee (1.5 minutes)
Speech Against: Free (1.5 minutes)
Summation: NUS Mature and Part Time Committee (1 minute)

Conference Believes:
1. There has been a dramatic decline in mature and part-time students at both undergraduate and postgraduate level.
2. Mature students face specific barriers to returning to study at postgraduate level, many of which are related to the lack of flexibility of study.
3. The work and family commitments that mature students make it difficult for them to travel outside of their community for education; they need a local HEI that meets their needs.
4. Existing provision aimed at adult and community learning by HEIs is under threat, with institutions closing evening and weekend community learning programmes.
5. Employers should be engaged in advising institutions on their needs and desires, but academic freedom and institutional autonomy over course content and structure must be maintained.
6. There is a growing problem in terms of unemployment and underemployment for older members of the labour force who cannot access the education and training they need to reskill and upskill.

Conference resolves:
1. To work with institutions to find ways of increasing access to postgraduate study for individuals without undergraduate degrees by accrediting knowledge and skills from work, training and further education.
2. Engage in research to look at the ways in which postgraduate study could be made more flexible.
3. Engage with HEFCE about ways of incentivising institutions to create more flexible postgraduate provision and learning partnerships with employers and local communities.
4. Campaign to defend and extend the provision of flexible learning for mature students.
5. Lobby government to ensure employers are able and willing to provide flexibility for employees to undertake study while at work.
6. Campaign on the availability of affordable and flexible childcare provision for postgraduate students with children.
7. Work with institutional and local careers services to tailor advice and support for mature postgraduates, specifically the availability in small and specialist institutions.

Motion 202  Qualifications and Progression

Submitted by: Further Education Zone Committee

Speech For: Further Education Zone Committee (2 minutes)
Speech Against: Free (2 minutes)
Summation: Proposer of last successful amendment (1.5 minutes)

Conference believes:
1. From 2015 new GCSEs and A levels will be taught in England.
2. Across both qualifications there will be a reduction in coursework, end of year exams will become the favoured assessment method and there will be fewer opportunities to re-sit. GCSE grades will also change to numerical grading, with 9 being the highest and 1 being the lowest.
3. The AS qualification will be ‘de-coupled’ from an A level making it a standalone qualification, which does not count towards a full A level grade.
4. Vocational qualifications will also be reformed as the ‘Tech Bacc’ has been created as a means to raise the status of vocational courses in schools and colleges.
5. Under these new qualifications it will become more difficult to mix academic and vocational courses. Students are likely to have to make choices about what they study earlier on and will not have the flexibility to move between the two.

6. NUS’ research has shown that students are opposed to the changes due to be made to GCSE and A level qualifications. In a national survey 81 per cent replied that coursework should remain a part of assessment. When asked if exams should only take place once a year, in the summer, 72 per cent of all respondents disagreed. An overwhelming 90 per cent of those who replied said that re-sits should be available in all subjects and 81 per cent said that the existing grading structure in GCSEs should remain in place.

7. The reforms to GCSE and A level qualifications are also likely to have serious negative impacts on students with a variety of disabilities. The changes ignore different learning styles and fail to provide second opportunities for students who may have to deal with upheaval during their education.

8. Information Advice and Guidance (IAG) in schools and colleges is currently not adequate. As these reforms are introduced, and the participation age is raised, IAG must be easier to access and more robust.

Conference resolves:

1. To conduct research in to the state of vocational qualifications at level 2 and 3 in the UK and campaign against the marginalisation of this type of learning by the current Government.

2. To track the introduction of the new qualifications. Focusing on the impact of the reforms on participation, attainment, and progression to further study and work.

3. To look specifically at the removal/reduction of coursework and re-sits, and the impact on learners with learning difficulties and disabilities.

4. To work closely with employers to ensure that they have a full understanding of the new grading system and are able to distinguish the value of different qualifications during recruitment.

5. To lobby for clarity on what GCSEs and A levels are intended to be for. Are they a proxy for essential skills/knowledge, or are they a test of memory, resilience, mental stamina or something else? Employers criticise them, as do schools. But what do students think, and what are their stories about how they’ve been useful?

6. To research the impact of more limited subject choice on access to arts/humanities provision, and the impact on social/cultural capital of this.

7. To continue to campaign on the improvement of IAG in schools and colleges, setting up an IAG commission and ensuring the National Careers Service better meets the needs of students.

8. To conduct research in to functional skills and their value as both standalone qualifications and as a components in other qualification frameworks.

Amendment 202a No fees with re-sits

Amendment Action: Delete resolves 3. And replace with following text
Submitted by: Royal Holloway Students’ Union, Students Union University of the Arts,

Speech For: Students Union University of the Arts (1.5 minutes)
Speech Against: Free (1.5 minutes)
Summation: Royal Holloway Students’ Union (1 minute)

Conference resolves:

1. To look specifically at the removal/reduction of coursework and re-sits, and the impact on learners with learning difficulties and disabilities, and oppose all fees associated with re-sits.
Motion 203  Building Democratic Institutions

Submitted by: Higher Education Zone Committee

Speech For: Higher Education Zone Committee (2 minutes)
Speech Against: Free (2 minutes)
Summation: Proposer of last successful amendment (1.5 minutes)

Women represented 44.5 per cent of academic staff in 2011-12, but only 27.5 per cent of senior managers in Higher Education Institutions (ECU 2013). In 2011-12, 12.6 per cent of academic staff were from BME backgrounds, but they only represent 4.3 per cent of senior managers (ECU 2013). NUS has produced guidance for students’ unions on how to audit the governance structures of their institution and ways to challenge undemocratic decision-making.

Conference believes:
1. Higher Education Institutions have a duty to uphold the values of a democratic and pluralist society, and work to share those values with staff, students, and the wider community.
2. Governments since the 1980s have encouraged universities to adopt more corporate forms of governance, with an emphasis on market competitiveness, efficiency, and concentration of power in governing bodies and in the office of the Vice Chancellor.
3. There is a broad consensus in the student movement over the need to challenge corporate governance, particularly where it is related to marketisation and “value-for-money” assumptions and decisions.
4. There is also strong criticism of the way power and decision-making has been concentrated in the hands of a small group of senior executives, with students and academics having little say over important policies.
5. The role of students in governing bodies and committees is often nothing more than a ‘rubber stamp’ on university policies.
6. The current underrepresentation of women and BME persons in senior roles at universities is a disgrace and represents a clear failure of universities to take seriously equality and diversity in the workplace.
7. Gender equality is a crucial aspect of democratisation and it involves breaking down masculine and sexist cultures as much as it involves increasing the representation of women.
8. The idea that students are ‘window dressing’ in governance structures must be dispelled, whether it is the result of student perceptions, or the result of institutional practice.
9. Students’ unions are well placed to challenge their institution on the fairness and suitability of its governance practices. Unions should, therefore, be at the vanguard of any campaign to democratise universities and build student partnerships.
10. Students are heavily involved in their local communities in many positive ways, contributing economically, socially, culturally and politically in local activities. They can help encourage local communities to hold their institution to account and ensure it works to champion local causes.
11. The work that NUS and students’ unions have achieved on student partnership should be seen as a building block to encourage institutions to improve the representation and voice of students in institutional governance.
12. Decision making at institutions should be conducted in a democratic manner, involving a diverse representation of the key stakeholders in education, namely students, academic and non-academic staff, and the local community.

Conference resolves:
1. Support students’ unions to articulate a strong narrative against forms of governance that put the interests of students at risk and work against the welfare of society as a whole.
2. Provide evidence to unions to show the benefits of better student representation and more democratic governance to institutions and to the student body.
3. Provide further evidence and resources to unions to help them challenge undemocratic and unrepresentative decision-making at their institutions and come up with positive and workable proposals for improvement.
4. Campaign for better representation of women and BME in senior positions, and to remove masculine cultures by de-genderising the concept of leadership and “speaking out” against sexism.
5. Stand up for values of democracy in higher education and ensure that education remains a tool for fighting injustice and building a fair and equitable society.
6. Improve the involvement of students in decision making at all levels, making sure that they can fully represent the views of the student body on university committees and governing bodies.
7. Ensure that students are adequately represented on the governing bodies of their institution, and that student governors have the right to speak as representatives of the student body and not merely as individuals.
8. Provide the right training and support to union officers that sit on university committees and governing bodies.
9. Empower course reps to champion the democratic voice of students in departmental decisions which affect them with the right training and support.

Amendment 203a  Open and transparent democracy
Amendment Action: Add Amendment
Submitted by: SOAS Students’ Union, University College London Union

Speech For: University College London Union (1.5 minutes)
Speech Against: Free (1.5 minutes)
Summation: SOAS Students’ Union (1 minute)

Conference believes:
1. Transparency is necessary for democracy.
2. Where outsourcing is used by institutions to cut costs and undermine workers' pay and conditions, this should not be allowed to silence these workers' voices in the democratic structures of the institution. Students' unions should campaign locally for outsourced staff to be incorporated into and given a democratic voice through institutions' governance structures alongside directly employed staff and students.
3. The agenda of marketisation within Higher Education stands directly in opposition to the democratic claims of staff and students within their institutions. In order for any education system to be democratic, it must be accessible and run for the public good. We must take a clear stand against education as a commodity and for a free, publicly-funded education system.
4. In the end, we want education to be entirely democratically governed by students, staff and the community, to ensure that it serves our needs. Senior managers represent nobody.
5. While we should strive to improve representation at the highest levels, any unelected hierarchical management will always help perpetuate the oppression of marginalised groups.

Conference resolves:
1. While pursuing incremental democratic improvements, ultimately we campaign for our institutions to be governed entirely by an open democracy of students, staff – both outsourced and directly employed - and the local community. Where executive posts are necessary, these should be elected, accountable and recallable.
2. Campaign for 'open books' – key information such as university finances must be shared fully with student and staff unions.

Amendment 203b  Police on campus
Amendment Action: Add Amendment
Submitted by: Royal Holloway Students’ Union, Students Union University of the Arts,

Speech For: Students Union University of the Arts (1.5 minutes)
Speech Against: Free (1.5 minutes)
Summation: Royal Holloway Students’ Union (1 minute)

Conference believes:
1. Universities have been increasingly using the brute force of security staff and police to silence student protest, with some attempting to ban protest altogether.
2. Students, elected officers and staff have been beaten and arrested for exercising their right to protest.
3. That for an institution to be democratic it should be a place where critical thinking and active dissent is encouraged.
4. The recent arrests, draconian injunctions and suspensions seen in response to campus protests is the reflex of managements who have lost the arguments with students and staff over marketisation, fees, outsourcing and pay.

5. Educational institutions should be run by those who study and work in them, not overpaid and unaccountable managements.

6. Repressing student protest is an affront to democracy, the right to resistance and free speech.

7. Universities employing force negates their duty of care to students and staff.

8. The police are institutionally violent and racist and are known for lying about student protest activity.

9. In order to promote a safe space, we should demand police have no presence on our campuses unless authorised by an elected student representative.

Conference resolves:
1. Campaign for laws that police cannot enter and operate on university/college campuses/property without permission from both management and the SU.
2. Campaign for managements to pledge - and write into regulations - that they will not call police onto campus without permission from the SU.
3. Create a legal fund to support students facing charges or legal costs as a result of repression.
4. Develop policy for democratic control of institutions by staff and students, on the basis of restored public funding, linking it to the police question with the slogan “Reclaim your campus”.

Motion 204 Challenge of the Learner Voice

Submitted by: Further Education Zone Committee

Speech For: Further Education Zone Committee (2 minutes)
Speech Against: Free (2 minutes)
Summation: Further Education Zone Committee (1.5 minutes)

Conference believes:
2. Despite the increased profile of learner voice over the last 10 years, too often it is seen as a box-ticking exercise by providers, rather than an opportunity for students to influence colleges and the learning experience.
3. The government’s “New Challenges, New Chances” policy poses a further threat to effective learner voice by deregulating the sector.
4. Learner voice is most effective when students’ unions are empowered to build strong, effective partnerships with their institutions and provide opportunities for personal, social and citizenship education for students.
5. Well-funded, adequately resourced and student-led unions remain the exception to the rule in FE.
6. NUS must do more to support students’ unions locally in winning the arguments with their institutions and setting clear development plans for better funding, resource and commitment for student-led learner voice.
7. Learner voice should be a clear mark of organisational performance from national inspectorate bodies.
8. Further Education students are increasingly diverse and more needs to be done to help develop innovative, localised models of representation for different learners, in particular apprentices and those based off campus.
9. Unions need greater access to college performance data to enable them to build evidence-based campaigns to improve student experience.
10. Since September 2013, colleges are able to directly recruit 14 and 15 year old students. However, these students are not entitled to membership of their students’ union under the Education Act 1994.
11. All students enrolled on a course at college should be members of their students’ union, regardless of age.
12. Government plans to shift funding for adult skills and apprenticeships to Local Enterprise Partnerships (LEPs) and employers represents a challenge for learner involvement in regional decisions on education provision.

Conference resolves:
1. To continue to support students’ unions and colleges in building effective student-led, college-supported learner voice which empowers learners to improve the academic experience locally, regionally and nationally.
2. Commit to deliver greater targeted support to unions locally to help make the case for increased funding, resource and commitment from their institutions.

3. Be clear to the sector that college-funded, resourced and empowered students’ unions should be commonplace across FE to ensure quality learner voice and student engagement.

4. Develop a strategy to increase learner voice in teaching, learning and education quality across the sector.

5. Working with the national inspectorate bodies across the UK, clearly define standards of learner voice within college inspection frameworks to put students at the heart of the college inspection process.

6. Work with Ofsted to increase student engagement with Learner View as a quality improvement tool.

7. Continue to consult with apprentices and students based off campus to develop strategies for effective learner voice for these learners.

8. Consult with students’ unions, LEPs and employers to develop a learner voice strategy for the regional commissioning of adult skills and apprenticeship funding.

9. Review the Education Act 1994 to ensure it is fit-for-purpose and that 14 and 15 year old students are legal members of their students’ union.

**Motion 211 If you don’t like the way the table is set, turn it over**

Submitted by: University of Bristol Union

Speech For: University of Bristol Union (2 minutes)

Speech Against: Free (2 minutes)

Open Contribution: Open (2 x 1.5 minutes)

Summation: University of Bristol Union (1.5 minutes)

**Conference believes:**

1. The opening up of a market in Higher Education is increasingly turning universities’ attention to how to ‘compete’ rather than how to widen participation.

2. Where universities are externally accountable for widening participation targets (i.e. through fee plans, access agreements, outcome agreements, and in other ways) this does not prevent them from enacting other, regressive admissions policies which negate their other work.

3. Our universities are more and more focused on recruiting the perceived ‘best’ students with the highest grades in order to boost their standing in league tables.

4. The measures used by league tables as markers of quality do not account for educational disadvantage. They incentivise universities to recruit high numbers of students with the highest quantity of high grades [tariff points] and lots of social capital [employability], rather than making holistic assessments of students’ potential.

5. League table compilers are accountable to no-one other than their publishers.

6. Universities are increasingly directing resources to attract these ‘top’ students, and are offering incentives such as guaranteed offers, free sports passes, better accommodation, bursaries or other financial incentives, or enhanced educational experiences for these applicants.

7. These resources are not being spent on supporting students who need it the most.

**Conference further believes:**

1. Universities should recruit students based on a holistic assessment of their achievements, background, and potential, rather than on grades alone.

2. Universities should focus their available resources on retaining and supporting students in most need.

3. Initiatives to widen access are only effective if universities’ other admissions policies do not undermine them.

4. Students and elected officers should continue to hold individuals accountable for poor decisions.

5. Students and elected officers can achieve change by challenging and changing the framework within which our institutions are working.

**Conference Resolves:**

1. To continue to campaign against the idea of Higher Education as a market, in all its manifestations.
2. To continue to support students and elected officers to work with their universities on access measures like Access Agreements, Outcome agreements, and others.

3. To provide specific support for students and elected officers to challenge all universities’ admissions and recruitment decisions outside of these measures.

4. To put together a compendium of ‘worst practice’, highlighting regressive and market-driven recruitment practices universities have put in place, as well as successful campaigns against these decisions by students’ unions.

5. To campaign for national governments to scrutinise and regulate all universities’ admissions decisions, not just specific access measures.

6. To hold league table compilers to account for their negative impact on widening participation, and demand they use measures that do not disincentivise or penalise universities who take progressive student recruitment decisions.

Motion 212  A clearer and more transparent employment indicator from the DLHE

Submitted by:   Arts University Bournemouth

Speech For:   Arts University Bournemouth (2 minutes)
Speech Against:   Free (2 minutes)
Open Contribution:   Open (2 x 1.5 minutes)
Summation:   Arts University Bournemouth (1.5 minutes)

Conference believes:

1. That the HESA DLHE survey, and its subsequent ‘Employment Indicator’, provide prospective HE students with an idea of their potential employment and career prospects following graduation from a given institution - based on the whereabouts of recent graduates from that institution 6 months after graduating.

2. That particular components of the DLHE survey result in a figure/statistic (i.e. the 'Employment Indicator') that can be both a misleading and untruthful reflection of respondents' actual employment statuses and career progression.

3. That the DLHE 'Employment Indicator' is different to an employment rate (which the indicator is sometimes marketed and/or perceived as) in that it does not represent the proportion of a given group of graduates who are employed within 6 months of leaving a given institution. It, instead, is based on a mixture of an employment rate and a number of other factors which then only partially reflects an employment rate and indicates the likelihood of current and future employability (and subsequent employment).

Conference further believes:

1. That for the likes of 'voluntary or other unpaid work' and 'developing a professional portfolio/creative practice' to be classed as working full-time/employment is misleading and unethical.

2. That the manner in which the DLHE Employment Indicator is used by institutions is not always in the correct context or consistent, both internally and externally.

3. That the Employment Indicator has the tendency to give students a false sense of post graduation employment prospects - mainly due to the way in which the survey results are or aren’t presented.

4. The employment indicator doesn’t suggest whether graduates are in employment, work or activity that is of relevance to their studies, qualification and ambitions – i.e. whether their university has helped them into a job they wanted as appose to any job.

Conference resolves:

1. To lobby for the implementation of a framework for HEI’s which governs how institutions use DLHE data/the Employment Indicator to market themselves.

2. Lobby for students’ unions to have access to a breakdown of the DLHE results/the 'Employment Indicator' and be entitled to a clear and thorough explanation of what the 'Employment Indicator' actually is/means and how it is calculated.
3. Lobby for HESA to review the structure of the DLHE survey and the make-up of the Employment Indicator figure.

**Motion 213  Fitness for practice, not fit for purpose**

Submitted by: Birmingham City Students’ Union

Speech For: Birmingham City Students’ Union (2 minutes)
Speech Against: Free (2 minutes)
Open Contribution: Open (2 x 1.5 minutes)
Summation: Birmingham City Students’ Union (1.5 minutes)

**Conference Believes:**
1. Students who are on courses whereby there is a professional nature, whilst dealing with people (nurses, teachers, midwives) can go through Fitness For Practice (FFP) procedures if the University or Professional body/trust is concerned about the student’s personal or professional suitability for the course or future profession.
2. A FFP panel is made up by various professionals, including University representatives, and often, placement provider representatives.
3. If a student goes through the FFP procedure, and is found fit for practice by the board, placement providers can currently still refuse to take students back on placement.
4. When denied the ability to go back to their original placement provider, it is then very difficult to find a student a placement with a different provider to complete their placement.
5. If these students are lucky enough to get a placement with another provider, this can be anywhere in the country, which means students have to relocate causing stress and inconvenience.

**Conference Further Believes:**
1. The referral to fitness for practice is inconsistent within trusts.
2. Students can be referred to FFP for actions that might have been otherwise dealt with, if the same action was conducted by a member of NHS staff.
3. Given the potential to end a student’s career, we think that there should be a review of how issues with students on placement is dealt with to make it consistent with how staff are treated.

**Conference Resolves:**
1. NUS will work with the NHS to ensure local trusts respect and recognise the decision of fellow Health Professionals in deciding that a student is Fit to Practice, and therefore provide them with another opportunity to complete their course.
2. NUS will lobby the NHS to ensure that when students feel it necessary to transfer to a different trust, whether it is due to FFP decisions being upheld, or due to logistical issues, the NHS Trust system will do more to accommodate these students.
3. NUS will complete a report in partnership with the NHS reviewing the circumstances of what a student can be brought to a Fitness for Practice disciplinary panel for. Thus ensuring all placement providers and universities understand what can be brought as an issue for FFPs, and what can be addressed separately through academic staff.

**Motion 214  Their Jobs, our Education: Supporting Staff for fair pay**

Submitted by: Edinburgh University Students’ Union, Birmingham City Students’ Union, University College London Union, Students Union University of the Arts, Central School of Speech and Drama Students’ Union

Speech For: Birmingham City Students’ Union (2 minutes)
1. Following 3 years of a pay freeze, the Universities and Colleges Employers Association (UCEA) has imposed a 1% pay offer for all HE staff in the UK on the national pay scale.
2. As a result, all HE staff who are not off the pay scale (everybody who isn’t a senior manager) have had a 13% real terms pay cut over the past 4 years.
3. This pay-cut has been labelled “one of the largest sustained wage cuts any profession has suffered since the Second World War.”
4. That the pension schemes for both academic and non-academic staff have recently been attacked.
5. In 2011-2012 University senior management pay rose, on average, by five thousand pounds per year.
6. That this academic year saw, for the first time ever, coordinated strike action between UCU, Unison, UNITE and EIS.
7. That this strike action has included an exam marking boycott.
8. That industrial action in the FE sector over terms, conditions and bullying looks increasingly likely.
9. The cut to HE teaching grants of 45% since 2010/11 has had a drastic effect on staffing levels and conditions.
10. Students have been made to bridge the funding gap through an increase in tuition fees to on average £8,507 (for 2013/14).
11. Already one of the highest in the western world, projected cuts to teaching budgets could lead to an increase in student/staff ratios to a level at which it is impossible to deliver a quality degree course.
12. The lifting of the cap on student numbers could lead to a squeeze on staff/student ratios within some institutions and faculties, particularly post 92 universities which already have broadly higher ratios.
13. In research carried out by UCU, a majority of academics report ‘often’ or ‘always’ neglecting tasks due to having too much to do.
14. On average, education professionals as a whole work 11.1 hours in unpaid overtime per week.
15. Median pay for academics has fallen in real terms by 2.26% since 2009 and 15% for support staff.
16. Universities have sought to cut corners, through a gradual replacement of permanent academics with postgraduates and visiting lecturers, use of hourly paid staff to deliver large components of courses in the space of a few days, ‘team teaching’ and lectures delivered by video relay, amongst other measures.
17. HE has one of the worst gender pay gaps of any sector, reported at 19.8% in 2013 by the UCEA.

Conference Further Believes:

1. Although industrial action is likely to affect students in the short term, in fighting for their terms and conditions staff trade unions are fighting for the long-term health of a set of professions of which students are the primary beneficiaries.
2. Universities and Colleges know that it is students who are harmed when staff are forced to take strike action. It is our members and our staff who are made to pay the price when senior management try to cut their wage bill.
3. That the more staff has the support of students in the early stages of industrial action, the less likely it is that they will be forced to escalate their industrial action and therefore avoid inconveniencing our members.
4. That the fates of the student movement and the staff trade unions are intimately entwined, together we are stronger.
5. Managements are responsible for seeking to make staff and students pay the price for anti-social and irresponsible policies.
6. That whenever staff are overworked, facing attacks on pay and pensions, casualised or insecure in their employment, students’ education suffers.
7. The financial burden on students, and attacks on staff are unfair and unnecessary in the context of an estimated £120bn tax evaded by big business and the wealthy annually, as well as the £22,000 average pay rise for vice chancellors in 2013.

Conference Resolves:

1. Reaffirm our support for our staff in the ongoing HE pay dispute.
2. To publicly call on UCEA to meet the demands of the unions’ for a fair and equitable pay settlement as soon as possible.
3. To campaign for an end to use of zero hours contracts and for a Living Wage for all university and college workers.
4. To offer maximum practical and political support to staff unions in their struggle against low pay, redundancies, excessive workload, and other attacks which affect their ability to deliver a good quality education.
5. To make the issue of 'teaching on the cheap' a key demand of local and national campaigning, with associated demands for a restoration of the teaching grant to pre-2010 levels, to be used to fund permanent, salaried, properly trained staff.
6. To call on university managements to implement budgets on the basis of what is needed to provide a good quality education, and to support them in campaigns to fight for the necessary funds from central government should they do so.
7. To link up this campaigning work with other public sector workers and service users to defeat the government’s austerity agenda.

**Amendment 214a 5:1 Pay ratio**

Amendment Action: Add amendment to 214
Submitted by: University College London Union, Students Union University of the Arts, Central School of Speech and Drama Students’ Union

Speech For: Central School of Speech and Drama Students’ Union (1.5 minutes)
Speech Against: Free (1.5 minutes)
Summation: University College London Union (1 minute)

**Conference believes:**
1. Widening pay inequality is part of the marketisation of HE.
2. Workers and students should have democratic control over remuneration of management.
3. A pay ratio of 1:5 would ensure a fairer scale of salaries between the highest and lowest paid.

**Conference resolves:**
1. Run a national campaign for a 5:1 pay ratio, including rolling protests against institutions that don’t pay all staff a Living Wage, highlighting VCs’ pay.
2. Campaign for democratic control over pay.

**Amendment 214b Support staff trade unions**

Amendment Action: Add amendment to 214
Submitted by: Edinburgh University Students’ Union

Speech For: Edinburgh University Students’ Union (1.5 minutes)
Speech Against: Free (1.5 minutes)
Summation: Edinburgh University Students’ Union (1 minute)

**Conference resolves:**
1. Baring a vote to the contrary at NEC which must be ratified at the following conference, to give our full support to our staff trade unions in any future industrial disputes.
Conference Believes:
1. The Coalition Government’s 2010 higher education funding reforms sought to continue a trend of redefining direct public investment in education as private debt resting on the shoulders of individuals.
2. The Government pays more than £7 billion annually to fund higher education tuition fee loans alone; of this the most recent revised figures suggest that up to 40 per cent will be covered by public sources due to non-repayment.
3. The extension of a funding system framed in terms of loans and debt to individual students has created a destructive narrative of ‘waste’ in place of one where the public investment in higher education can be properly recognised and celebrated as vital to a fair, sustainable and prosperous society.
4. The 2010 funding system has left students facing the prospect of paying twice for higher education: once in the form of loan repayments and subsequently through taxation to fill a putative economic black hole, which is neither fair nor sustainable.
5. The narrative of waste has hastened the sell-off into private hands of a public asset in the form of student loan book, and with no legal protection for students’ terms and conditions, putting repayment thresholds and rates at risk of amendment.
6. The higher education tuition fee ‘sticker price’ drives a marketised system in which students are encouraged to make narrow choices on the grounds of costs that in reality they may not end up paying.
7. While those who access higher education remain disproportionately those from higher socio-economic groups, a universal public subsidy will not win over public support.
8. An alternative funding system that moved from loans and debt to individual entitlement and fair contributions from graduates in employment would build and maintain popular support for public investment to pass on the opportunity for the next generation to benefit from higher education.
9. Any alternative funding system must not maintain an artificial divide between further and higher education, and should move towards a model of funding that enables individuals to access the type of education they need at the point they need it.
10. Any alternative funding system should ensure that all students in education have the financial support to succeed.

Conference Resolves:
1. To forge a new deal for education funding to unify public investment in further and higher education and campaign for it ahead of the 2015 general election.
2. To support sustained public investment in further and higher education and to promote its role in creating a fair and prosperous society.
3. To support moves away from increasing fees and debt, towards a model of entitlement for students and contributions from graduates in order to pay it forward and to ensure the next generation can also benefit from public education provision.
4. To support a system of contributions to higher education determined by the real earnings after graduation, not variable sticker prices, and which includes an employer contribution.
5. To campaign against the sell off of the student loan book into private hands.
6. To campaign to ensure the terms and conditions of existing student loans are enshrined and protected in primary legislation.
7. To campaign for substantial increases in the financial support available to those in study.
Amendment 215a  Student opportunities fund

Amendment Action:  Add amendment to 215
Submitted by:  University of Bath Students Union, University of Bristol Union

Speech For:  University of Bristol Union (1.5 minutes)
Speech Against:  Free (1.5 minutes)
Summation:  University of Bath Students Union (1 minute)

Conference believes:
1. The Student Opportunities Fund exists to provide institutions with pots of money to great better access to higher education for students from underprivileged backgrounds.
2. The Student Opportunities Fund faced a £400m cut this year of which £350m was saved by the student movement.
3. It is not acceptable to pit access and retention against each other in order of importance as both hold the key to a successful education system.

Conference resolves:
1. To raise wider questions looking at how access and retention activity is funded, spent and assessed and what alternative models might look like to enable greater success.

Amendment 215b  Asylum seekers and refugee access to education

Amendment Action:  Add amendment to 215
Submitted by:  Students’ Association University of the West of Scotland

Speech For:  Students’ Association University of the West of Scotland (1.5 minutes)
Speech Against:  Free (1.5 minutes)
Summation:  Students’ Association University of the West of Scotland (1 minute)

Conference believes:
1. In England & Wales, asylum seekers are categorised as International Students. In Scotland they are categorised as home students but are not entitled to student support packages.
2. Education changes lives. OECD data indicates that life expectancy is strongly associated with education.
3. The 1999 Asylum and Immigration Act is the legal framework by which asylum seekers and refugees are dispersed across the UK, with a high number historically being settled in Glasgow, which has the lowest life expectancy in the UK with an average life expectancy in some areas of just 59 years old for men.

Conference further Believes:
1. Access to education is a fundamental human right, enshrined in Protocol 1, Article 2 of the Human Rights Act (1998) which states that: “No person shall be denied a right to an education.”
2. Treating asylum seekers as international students effectively denies them access to education.
3. Treating asylum seekers as home students whilst preventing access to student support denies them access to education.
4. It is of economic benefit to have a highly skilled, highly trained population.

Conference Resolves:
1. For NUS to call for an immediate end to and reversal of the Government’s target of reducing immigration.
2. To call for asylum seekers to be classed as home-students for the purposes of tuition fees and student support.
3. For NUS to work with STAR to lobby on an institution-by-institution basis to create scholarships and dedicated support for asylum-seekers.
4. For NUS to work with the Scottish Refugee Council and the Refugee Council on this issue.
Amendment 215c  Free Education

Amendment Action:  Add amendment to 215
Submitted by:  Mid Kent College Students’ Union, Dudley College Students’ Union, Middlesex Students Union, Belfast Met SU, NUS Black Students’ Committee, Gateshead College Students’ Union, University College London Union, Edinburgh University Students’ Union, Students Union University of the Arts,

Speech For:  NUS Black Students’ Committee (1.5 minutes)
Speech Against:  National Executive Council (1.5 minutes)
Speech For:  University College London Union (1.5 minutes)
Speech Against:  Free (1.5 minutes)
Summation:  Students Union University of the Arts (1 minute)

Conference believes:
1. There is an alternative paying for university through tuition fees or a graduate tax – public investment for free education.
2. The proposal to replace tuition fees with a ‘graduate tax’ is simply replacing one form of student debt with another. Under both systems the experience for the overwhelming majority of students would be the same: to pay tens of thousands of pounds for a university degree over the course of a number of decades after graduation, taking the form of automatic deductions from graduates’ wages every month.
3. Higher education is a public good and should be free for everyone to access.
4. Free education would pay for itself. The government’s own figures show that for every £1 invested in higher education the economy expands by £2.60.
5. Investing in free education would not only offer opportunities for young people but would play a central role in reviving the economy now and in promoting longer-term prosperity and growth for the future.
6. There is an austerity agenda that refuses to fund education properly, which produces a false choice between underfunded, fee-laden, debt-ridden education for the many or free, elite education for the privileged few.
7. This is no choice at all.
8. NUS believes in democracy – but political democracy is incomplete when the distribution of wealth is violently unequal and undemocratic.
9. Vast wealth lies in the coffers of a handful of rich, powerful people and their private businesses, instead of being invested in socially useful purposes such as education.
10. In 2008, the UK government spent £850 billion to bail out banks, but these banks have continued to operate much as before, instead of being required to spend that public money on the public good.
11. If this wealth was instead under democratic control, our society could use it to build a comprehensive accessible free education system for all and pay every education worker decently, and still have plenty left over for free, world-class healthcare, good social housing, and decent public services and benefits for all.
12. NUS should reaffirm the idea that education is a right not a privilege

Conference resolves:
1. To reject the absurd idea that our society lacks the resources to provide decently for its citizens, and make campaigning for the democratisation of our society’s wealth a priority running through NUS’s work.
2. To make the case for free education and demand that free, accessible, quality education, and decent wages, public services and benefits, are funded by:
   a. Ending tax evasion and avoidance and cracking down on tax havens
   b. Imposing serious taxes on the incomes, inheritance and capital gains of the rich
   c. Taking the banks, and their wealth, under democratic control
3. To raise these demands in particular when putting forward positions on fees and education funding, and when organising protest actions.
4. To oppose and campaign against all methods of charging students for education – including tuition fees and a ‘graduate tax’ which is nothing more than a euphemism for ‘student debt’.
5. Foundation courses should be free of fees for all students, regardless of age or nationality, with full access to a grant.
Amendment 215d  A mass campaign to defend FE

Amendment Action:  Add amendment to 215
Submitted by:  Belfast Met Students Union

Speech For:  Belfast Met Students Union (1.5 minutes)
Speech Against:  Free (1.5 minutes)
Summation:  Belfast Met Students Union (1 minute)

ConferenceBelieves;
  1. FE has come under sustained and severe attack since the coalition came to power in 2010
  2. These attacks have included but are not limited to:
     3. A 25% cut in funding between 2010 and 2014 (source UCU)
     4. The abolition of EMA and ALG
     5. The introduction of FE fees for adult learners on level two and three courses
     6. The introduction of the FE student loans system
     7. Sustained attacks on the wages and conditions of FE staff
     8. FE often offers opportunities to students who have been otherwise shut out of education due to various forms of disadvantage

Conference further believes;
  1. That routine responses like producing reports and lobbying MPs are insufficient opposition to this onslaught
  2. NUS must launch a mass campaign to defend FE

Conference Resolves;
  1. To categorically oppose all cuts and privatisation in FE and call for a renewed programme of public investment in colleges
  2. To launch a ‘Defend FE’ campaign
  3. To call mass meetings in FE colleges to discuss the situation we are facing and to organise action
  4. To call a national student demonstration in the autumn with ‘defend FE’ as one of its main focuses
  5. To organise a programme of action including college protests, strikes, walk-outs and occupations
  6. To support action taken by and build campaigning links with trade unions organising in FE.

Motion 216  This is the only motion on Arts. Don’t be an Artshole: hear us out!

Submitted by:  Ravensbourne Students’ Union, Students Union University of the Arts,

Speech For:  Students Union University of the Arts (2 minutes)
Speech Against:  Free (2 minutes)
Open Contribution:  Open (2 x 1.5 minutes)
Summation:  Ravensbourne Students’ Union (1.5 minutes)

ConferenceBelieves
  1. 14% fewer students chose arts subjects at GCSE this year compared to 2010.
  2. Michael Gove’s EBacc proposal gave no emphasis to arts subjects
  3. Art schools are closing and merging their foundation courses.
  4. FE and HE institutions regard Foundation as ‘loss-making’ due to a lack of government funding and a fees gap for under-19 home students.
  5. Applications for Foundation have dropped by up to 30% since EMA was cut.

Conference further believes
1. Students are more likely to excel in academia if engaged with the arts, and more likely to study arts at HE level if they have done it at GCSE.
2. Art is a fundamental part of education and should be core to the curriculum.
3. Michael Gove is despicable and we have no confidence in him as Education Secretary.
4. Foundation courses provide a fundamental basis for art and design students.
5. No course should be valued on its viability to generate income to a college. Art and Design education should be delivered as a social good.
6. Foundation courses should be free of fees for all students, regardless of age or nationality, with full access to a grant.

Conference resolves
1. To link up with organisations opposing the downgrading of art subjects, such as Art Party Conference and NSEAD; and to support their National Day of Action.
2. To send a representative to the All Party Parliamentary Group for Art, Craft and Design Education and work with its members to advance the campaign in Parliament
3. To support campaigns by students’ and trade unions against any closure and cuts to Foundation courses.

Motion 217 Flippin’ Eck – It’s time to abandon traditional lectures

Submitted by: Union of UEA Students

Speech For: Union of UEA Students (2 minutes)
Speech Against: Free (2 minutes)
Open Contribution: Open (2 x 1.5 minutes)
Summation: Union of UEA Students (1.5 minutes)

Conference Believes:
1. We hardly talk about teaching. We should. It matters.

Conference Further Believes:
1. Typically educational initiatives are self limited and impact only upon students in a particular school or on a particular course.
2. All too often, even where the project can be regarded as successful, the approach does not spread rapidly and the number of students affected remains small.
3. The last 50 years have shown us that where major changes to the student learning experience have been uniformly implemented it has been with the support and encouragement of NUS or students’ unions.
4. Flipped learning and teaching is a simple idea that aims to maximise the learning that takes place in the lecture theatre.
5. Asking an academic expert simply to present information to a group of passive students is not the most effective use of contact time.
6. Academic studies have shown that even where a lecturer is charismatic and students positively evaluate the lecture, very little real learning has taken place.
7. An alternative is that we retain the face-to-face aspect, but that freed of the constraint of delivering content, the academic can probe, challenge and facilitate real and lasting understanding and learning.
8. In a flipped session the academic (or indeed student) session leader poses a series of questions, carefully constructed to reveal not just factual recall but understanding and application of concepts and ideas.
9. In the traditional lecture, where questions are posed verbally and answers volunteered by a show of hands, they are typically answered by the same few students and many of the remainder regard them as rhetorical never committing themselves to an answer.
10. The real beauty of a flipped session is revealed when questions are sufficiently challenging that the student body are not all immediately correct.
Conference Resolves:
1. That NUS should organise a sector wide symposium on improving HE teaching
2. That the NUS HE Zone should produce materials and resources enabling student reps and officers to argue confidently for a system of lecture flipping in HEIs

Motion 218  The monitor and scrutiny of Grade Point Average installation

Submitted by: Hull College Students’ Union (HCSU), Winchester Student Union (WSU), York St. Johns Students’ Union (YSJSU)

Speech For: Hull College Students’ Union (HCSU) (2 minutes)
Speech Against: Free (2 minutes)
Open Contribution: Open (2 x 1.5 minutes)
Summation: Winchester Student Union (WSU) (1.5 minutes)

NUS Believes:
1. That the Grade Point Average (GPA) pilot has raised several issues that affect students when the prospect of changing the current 2.1/1st grading system to GPA. The following areas of concern are:
   a. The induction of GPA could result in five grades becoming 15, resulting in further ‘cliff edges’ causing student stress.
   b. Grade inflation in the employment market, with employers asking higher grades to prior system.
   c. Students previously in a degree category will now be separated, for not necessarily positive outcomes.
   d. Student Unions and student groups have not been consulted enough in the introduction of GPA.
   e. The level of input from academic staff is not being sought throughout the pilot.
2. There is a level of concern on how the new system, if introduced, would enable students to move between different qualifications such as HNDs, Foundation Degrees etc.
3. There are different methods of the pilot scheme such as transfer and mirroring; however after a recent meeting with some of the Student Unions whose institutions are part of the scheme, the general consensus were institutions were using graduates from 12/13 cohort to see the comparison between the classification and the new GPA system.
4. The benefits of GPA may not be apparent, being overstated or may be delivered under the current system. • There is also concern that appealing and mitigating circumstances
5. There is also concern that appealing and mitigating circumstances procedures would have to be majorly changed as well, which is difficult in itself

NUS Resolves:
1. NUS to commit to closely monitoring and scrutinizing the fast paced changes to GPA, as well as ensure active student participation and consultation is emphasized.
2. To research the current classification in comparison to GPA on reviewing the positive and negative outcomes of either grading system.
Motion 219  Boycott NSS

Submitted by:  Students Union University of the Arts,

Speech For: Students Union University of the Arts (2 minutes)
Speech Against: Free (2 minutes)
Open Contribution: Open (2 x 1.5 minutes)
Summation: Students Union University of the Arts (1.5 minutes)

Conference believes:
1. The National Student Survey is used as a tool for marketization: standardising HE, pitching incomparable teaching practices against each other and ranking universities to fuel a notion of ‘value for money’.
2. NSS scores are used by management as a guise for victimisation and redundancies.
3. That arts institutions continually score lowest in NSS because the survey questions assume a formal, academic mode of learning is the most desirable.
4. That students should have an active say over the way their universities are run and curriculums delivered, rather than passively complete survey at the end of their course.

Conference resolves:
1. To boycott the NSS.
2. To encourage institutions to develop their own democratic, participatory feedback process that takes in to account the breadth of learning methods in HE.

Motion 220  LGBT Students Abroad

Submitted by:  NUS LGBT Committee

Speech For: NUS LGBT Committee (2 minutes)
Speech Against: Free (2 minutes)
Open Contribution: Open (2 x 1.5 minutes)
Summation:  NUS LGBT Committee (1.5 minutes)

Conference Believes:
1. That students (more often in HE) can option to study abroad through erasmus or other programs.
2. That if you are studying a language that a year abroad is vital to your education, and often it makes up a large percentage of final degree classification.
3. Universities have a duty of care to students who are abroad as part of their studies.
4. That currently there is little or no guidance to LGBT students on the implications of studying abroad.
5. That this is a difficult situation to resolve, that the guidance saying not to go to a potentially dangerous situation could have a negative impact on a students experiences, and that allowing them to go might be putting them in danger.
6. That this situation isn’t confined to students on a year abroad, that staff who visit different countries for conferences, or overseas university campuses could be in the same situation.

Conference Further Believes:
1. That currently 76 Countries classify homosexuality as a criminal act
2. In 7 of these countries the maximum penalty is the death sentence.
3. That in the last year we have seen the anti-homosexual propaganda law be introduced in Russia, and the arrests of LGBT people who campaigned for their rights.
4. That the Foreign & Commonwealth Office have an LGBT guidance to travelling abroad, which defers to International Lesbian and Gay Association (ILGA) in regards to laws, and suggest that if LGBT people find themselves in trouble the embassy will support them.

Conference Resolves:
1. For the Vice President Higher Education to work with NUS LGBT Officers to provide clear oversight in regards to the right to study in safety abroad.
2. To contact programs such as Erasmus to find out if they have any policy in this area.
3. To continue to and broaden the work that NUS has done with IGLYO (International LGBTQ Youth Organisation)

**Motion 221  University Technical Colleges**

Submitted by:  Students Union University of the Arts,

Speech For:  Students Union University of the Arts (2 minutes)
Speech Against:  Free (2 minutes)
Open Contribution:  Open (2 x 1.5 minutes)
Summation:  Students Union University of the Arts (1.5 minutes)

Conference believes:
1. Several universities are co-sponsoring University Technical Colleges with big businesses.
2. UTCs will ask students to specialise at 14.
3. That education unions NUT, NASUWT and UCU have raised fears of UTCs creating a ‘two-tier system’ and diverting funds from pre-existing schools and colleges.

Conference further believes:
1. Universities co-running colleges with business is a form of privatising Further Education. Investment in decent, vocational education is vital, and must be free from private interest.
2. Students should be encouraged to keep options open, not close them down as early as 14.
3. Some businesses may use students as free labour in UTCs as they work on placements as part of their course.
4. Universities co-sponsoring UTCs are doing so cynically, as a means of increasing revenue and recruitment.

Conference resolves:
1. To condemn institutions who validate big businesses attempts to monopolise the education system.
2. To re-iterate the teaching union’s fears of UTC’s creating a divisive, two-tier system.
3. To call on the government to invest in vocational education and Living Wage-paid apprenticeships, giving students the ability to decide at what point they specialise.

**Motion 222  9K Exit Survey**

Submitted by:  DeMontfort Students’ Union

Speech For:  DeMontfort Students’ Union (2 minutes)
Speech Against:  Free (2 minutes)
Open Contribution:  Open (2 x 1.5 minutes)
Summation:  DeMontfort Students’ Union (1.5 minutes)

Conference believes:
1. 9k fees have changed the way education is viewed within our institutions, externally by the public and by perspective students
2. To understand the impact of the fees on education we need more information
3. To create a survey that given us meaningful data we need to plan in advance

Conference resolves:
1. To conduct an exit survey summer 2015 to capture the opinion of the first cohort 9k students
2. The survey should look into why students of this cohort still chose to come to university and how finance effects that decision
3. This data can then be cross referenced to the NSS data to see whether fees have had an impact on students’ satisfaction and motivation to study

**Motion 223  Student Number Control**

Submitted by:  DeMontfort Students’ Union

Speech For:  DeMontfort Students’ Union (2 minutes)
Speech Against:  Free (2 minutes)
Open Contribution:  Open (2 x 1.5 minutes)
Summation:  DeMontfort Students’ Union (1.5 minutes)

**Conference believes:**
1. This has been one of the biggest changes to Higher Education since the Robins report
2. An announcement like this to be concealed in an autumn statement is concerning for the future
3. A clear picture of how Universities are going to react to the change must be provided
4. Support for individual union campaigns; to ensure Universities keep quality high and don’t pack students in teaching spaces for financial gain
5. Education is more important than additional income
6. We need a national idea of university’s intentions either overfull teaching spaces or enhanced quality
7. All Student Unions’ will need support throughout this transition

**Conference resolves:**
1. All Education Officers will be given briefings on changes from government as we become aware of them
2. Unions will provide NUS with a quality or quantity indication to inform a targeted national campaign

**Motion 224  Organise courses around student needs, not institutional needs**

Submitted by:  Union of UEA Students

Speech For:  Union of UEA Students (2 minutes)
Speech Against:  Free (2 minutes)
Open Contribution:  Open (2 x 1.5 minutes)
Summation:  Union of UEA Students (1.5 minutes)

**Conference Believes**
1. In the NSS, the “organisation and management” category comes out as a consistent concern for students
2. O&M on a course underpins the entire academic experience – it directly affects students’ ability to learn.
3. Problems with organisation and management are stressful and distracting for students.
4. Conversely, when a course is well organised and running smoothly, students can concentrate on their studies rather than having to focus time and energy on administrative issues.
5. High-quality organisation and management facilitates positive relationships between staff and students by eliminating unnecessary points of conflict and dissatisfaction.
6. Good organisation and management promotes widening participation. The choice to study part-time or to enter higher education as a mature student or a student with caring responsibilities is often determined by factors such as a timetable that is amenable to balancing study with other responsibilities.
7. Other issues like placements and assessment “spacing” all impact on the student experience. Too often these decisions are reached without input from students and with the needs of the institution, not students, at the forefront

**Conference Further Believes**
1. NUS has moved away from supporting unions on “bread and butter” issues in recent years focussing on partnership
2. This is all very well but student officers and reps need advice and support on the issues that directly matter to students
3. Conference mandates over the past few years on timetabling have been largely unfulfilled
4. This is an area where guidance and bargaining support from NUS on good practice can enable reps and officers to campaigns for a real difference that will directly impact on students
5. This is the sort of thing that trade unions do all the time on issues, terms and conditions- it is the sort of thing we should do on educational issues.

Conference Resolves
1. To mandate the VP Higher Education to develop bargaining resources for SU officers and reps on organisation and management issues in 14/15
2. To commit to researching and issuing a wider, regular programme of bargaining resources and to monitor wins that unions have when using them.

Motion 225 Students need universal basic rights not competition

Submitted by: Union of UEA Students
Speech For: Union of UEA Students (2 minutes)
Speech Against: Free (2 minutes)
Open Contribution: Open (2 x 1.5 minutes)
Summation: Union of UEA Students (1.5 minutes)

Conference Believes
1. Over the past few years Government has tripled HE fees in England yet has done nothing to strengthen students’ rights
2. Often what should be basic rights are touted as special features of a particular HEI as part of the process of competing with other Universities
3. Regardless of where we stand on the fees and funding debate, NUS should be arguing for new HE regulation that strengthens students’ rights universally
4. This regulation should cover all HEIs- in the “public” and “private” sectors- that are recognised by the state
5. Too much power rests with so called “consumers” at the point of choosing an institution, and not nearly enough with students who are currently experiencing a programme of study

Conference Further Believes
1. That a system of Post qualifications admissions is long overdue, has clear WP benefits and should be imposed by Government as a condition of funding
2. That UCAS should offer an institutional switching service for all students after their first term, incentivising institutions to provide a good student experience
3. There should be a statutory duty on HEIs to fund and support students’ union/independent advocacy for students
4. There should be a jointly SU/HEI appointed, independent campus ombudsperson on every campus funded by HEIs to resolve complaints quicker, networked together by the OIA
5. A new code of HEI Governance should be issued guaranteeing student and staff involvement in both the Governance and executive management of Universities
6. There should be legal backing for student charters which should exist in every HEI
7. The Government should introduce regulation for any HEI charges made to students outside of main fee- and if there are fees, what students get in exchange for that fees should be subject to clear regulation
8. HEFCE should conduct an annual review of SU funding, including the publication of and analysis of block grant per head with penalties for funding at less than 50% of sector average
9. If there have to be student loans, the terms of repayment should be specified in statute

Conference Resolves
1. To mandate the NUS HE Zone to include these demands in pre election work with political parties
2. To run a major campaign involving SUs calling on these issues to be included in legislation or regulation as soon as possible
NUS Conference Believes:

1. Students and young people are facing a serious lack of jobs and opportunities.
2. Government and too many employers are failing to adequately tackle the youth employment crisis.
3. Education no longer offers immunity to struggling in the job market that it once did.
4. NUS has a responsibility to represent students on more than just matters relating directly to education.
5. Students and students’ unions have great potential to influence the employment landscape both in their local communities and nationally.
6. The job market is geared towards the interests of employers and not employees, especially younger workers, and many jobs do not adequately develop young people’s skills to help them succeed.
7. 80% of students undertake study because they believe it will help their employment prospects and our members consistently express anxiety about what happens next for them after they complete their studies.
8. The challenges of the current job market are a complex, interrelated set of issues that include, but are not isolated to youth unemployment.
9. Workers are facing an erosion of their rights at work and there has been a worrying rise in insecure employment, such as zero-hour contracts.
10. Low pay is becoming an increasing problem. The apprentice minimum wage is only £2.60 and Four out of five new jobs created since 2010 are paid at less than £8 an hour according to the TUC.
11. Youth unemployment has fluctuated around the 1 million mark since the onset of the recession.
12. Since 2008 there are also 1 million more people who are underemployed and 2013 HESA data indicated that a third of graduates are working below their skill level after graduating.
13. The job market is polarising, with a growth in lower paid and lower skilled jobs and less mid-level jobs that study-leavers would historically have taken up.
14. Young people are more likely to be affected by certain problematic employment issues and practices. Amongst the 16-24 year old age bracket, 1 in 5 have done an unpaid internship and 37% of all UK workers employed on Zero Hour contracts are within this range.
15. The job market is not a level playing field for all study-leavers. For example, those leaving FE are twice as likely to be unemployed as graduates; those with none or lower level qualifications facing greater barriers to decent employment; young black men are almost twice as likely to be unemployed as young white men, and those who have been involved in the criminal justice system can face very significant barriers.
16. Dealing with the current lack of jobs and opportunities requires decisive and meaningful action from government and employers and a strong NUS will only be able push for this action as a part of a broad-based alliance with Trade Unions and other civil society organisations.
17. That NUS’s employment summit and its campaigning partnership agreement with the TUC provides a strong base for such collaborative campaigning.
18. Students’ unions commonly support students in entering the workforce through employability programmes that develop their skills.
19. Employability programmes are an important and influential activity in supporting students, but will only ever change the fortunes of individuals, not a generation.
20. A focus only on employability risks placing the onus on students and their apparent lack of skills, rather than challenging the structural causes for a lack of quality opportunities to enter the workforce in the first place.

NUS Conference Resolves:
1. To deliver a regional training programme for students and students’ unions on how to organise on local employment issues.
2. To use the findings of NUS’ Commission on Students and Work as the basis for policy and campaigning activity in the run up to the general election.
3. To conduct primary research on student experiences in the job market.
4. To provide guidance to students’ unions on non-exploitative employment practices for their own workers.
5. To continue campaigning on specific employment issues, to include the Living Wage, unpaid internships, zero-contract hours, better pay for apprentices and apprenticeships or more consistent quality.
6. To continue building and strengthening our relationship with Trade Unions and other civil society organisations.
7. To work more closely with youth organisations, youth services and criminal justice based organisations on this shared issue.
8. To work with employers and employer confederations to improve the quality and quantity of opportunities for students and young people.
9. To work with university and college departments to encourage creation of links with potential employers and creation of opportunities.
10. To constructively engage NUS’ own supply chain in improving the quality and quantity of opportunities for students and young people.

Amendment 301a Employment for Mature and Part Time Students

Amendment Action: Add amendment to 301
Submitted by: NUS Mature and Part Time Committee

Speech For: NUS Mature and Part Time Committee (1.5 minutes)
Speech Against: Free (1.5 minutes)
Summation: NUS Mature and Part Time Committee (1 minute)

Conference believes:
1. There is a growing problem in terms of unemployment and underemployment for older members of the labour force who cannot access the education and training they need to reskill and upskill.
2. Many of the students who undertake study to increase their employment prospects are mature and part time students, who face unique barriers to employment.
3. A recent review of part-time and mature higher education found that many employers and potential students are not sufficiently aware of the value of part-time higher education and do not always fully understand the options, including financial, open to them.
4. Upskilling and reskilling are key reasons many part time students give for undertaking further study, yet across the sector, numbers of part time students are declining.

Conference Resolves:
1. To work with employers to promote the benefits of study and further study to older members of the workforce, including addressing employer-focused part time provision.
2. To consider and include the needs of the significant number of mature and part time students in our work around employment issues, recognising that older members of the workforce face barriers to work.
Amendment 301b  Fast Food rights

Amendment Action: Add amendment to 301
Submitted by: Belfast Met Students’ Union, NUS Postgraduate Committee,

Speech For: Belfast Met Students’ Union (1.5 minutes)
Speech Against: Free (1.5 minutes)
Summation: NUS Postgraduate Committee (1 minute)

Add Conference Believes:
1. In the USA many workers, particular in the fast food industry, have taken part in a wave of action and have campaigned for a $15 a hour minimum wage
2. Youth Fight for Jobs (YFJ) has been campaigning since 2009 against youth unemployment and under-employment. Through its initiative “Are you Sick of your Boss?” it has held many protests against zero-hours contracts and other workplace issues throughout 2013
3. On the back of the victory against zero-hour contracts at the Hovis factory in Wigan, the Bakers, Food and Allied Workers’ Union (BFAWU) in January 2014 launched a new initiative, Fast Food Rights, along with Youth Fight for Jobs and its other supporters

Add Conference Resolves:
1. Make education and student unions ‘zero-hour free zones’, demanding anybody employed is given a permanent contract with guaranteed hours
2. Affiliate to Youth Fight for Jobs and donate £200
3. Affiliate to BFAWU’s initiative Fast Food Rights and donate £200

Amendment 301d  Living Wage and Zero Hour Contracts

Amendment Action: Add amendment to 301
Submitted by: Students Union University of the Arts, SOAS Students’ Union

Speech For: SOAS Students’ Union (1.5 minutes)
Speech Against: Free (1.5 minutes)
Summation: Students Union University of the Arts (1 minute)

Conference believes:
1. Students often seek employment on campus as the most convenient means to support themselves through education. Institutions are frequently outsourcing campus jobs in a bid to cut costs and undermine workers’ rights with the effect of limiting students’ on-campus employment opportunities to private companies who make use of exploitative zero-hour contracts and fail to pay the Living Wage as well as providing less favourable employment conditions to many Higher Education Institutions.

Conference resolves:
1. To campaign for the Minimum Wage to be raised to the Living Wage and all age and other exemptions abolished.
2. To campaign against the outsourcing of jobs on campuses which only serves to make the working conditions of students and other workers more precarious.
3. To work with the TUC and its youth sections to campaign for the unionisation of student workers in order to bolster the protection of students’ rights at work and to allow them to benefit from collective bargaining.
4. To campaign for the banning of zero hours contracts.
5. To urge all CMs to pay a living wage and end use of zero hours contracts.
6. Do new research on the kind of jobs NUS members do, as the basis for a campaign against low pay and precariousness, working with trade union youth sections.
7. Campaign for the Minimum Wage to be raised to the Living Wage and all age and other exemptions abolished.
8. Campaign to unionise students who work.
Motion 302  Local and Vocal: Students and the Ballot Box

Submitted by:  Society and Citizenship Zone Committee
Speech For:  Society and Citizenship Zone Committee (2 minutes)
Speech Against:  Free (2 minutes)
Summation:  Society and Citizenship Zone Committee (1.5 minutes)

NUS Believes:
1. Students are citizens who have a direct interest in matters beyond our campuses and have a vital role in shaping communities.
2. Students are too often negatively profiled and othered in their communities with a false divide between students and residents, leading to disengagement with local politics.
3. Fewer than 1 in 6 students feel they are able to influence the decisions of those in power and only 18% of students feel that they have trust in politicians.
4. Community organising offers us a genuine opportunity for students to be involved more deeply in the political and civic life of our towns and cities.
5. Community organising is about bringing people together and empowering them to achieve change through political action. By using this approach communities come together to compel public authorities and businesses to respond to the needs of ordinary people.
6. We are at our strongest as a movement when we act collectively and community organising enables us to build these networks across regions and campuses.
7. Community organising has made real differences to communities and campuses across the UK, such as around the campaigns on Living Wage and against pay day loans.
8. Community organising is about building a vibrant and active civil society through building power and confidence amongst everyday people create the changes they want to see themselves.
9. Community organising focuses on power in a way that is truly grassroots and about empowering people to challenge the way decisions are made and to create change in their communities.
11. That community organising offers us a genuine opportunity to be involved more deeply in the political and civic life of our towns and cities.
12. Community organising enables us as a movement to build an activist base and we must continue to invest in this kind of support.
13. High levels of student volunteering suggests that many students feel strong levels of ownership to their community and are willing to invest.
14. That the principles of community organising mean that we must challenge the way we talk about power and leaderships styles within our movement.

NUS Resolves:
1. To maintain and build upon the community organising work that has begun with NUS’ community organising pilot projects.
2. To support and provide training to students’ unions on how to use community organising principles to empower students within their communities, including how to develop young leaders.
3. To support students’ unions to develop their expertise and strategy in community organising in their towns and cities to empower students and non-students within their communities.
4. To support students’ unions build broad-based citizens’ alliances with other organisations within their cities/towns/regions, such as with Trade Unions, youth services, schools and religious groups.
5. To develop and support a national network of student community organisers.
6. To support SUs to develop their own community organising priorities via a series of training sessions and briefings.
7. To provide guidance on how to engage with local authorities and other decision makers.
8. To work with national community organising organisations to enhance NUS’ understanding of community organising principles.
9. To host a follow-up to last year’s flagship ‘We Are The Change’ community organising event.

Motion 311  Barclays Bank – the Tax Dodging and the Exploitation

Submitted by:  Liverpool Hope Students Union, University of Leicester Students’ Union

Speech For:  Liverpool Hope Students Union (2 minutes)
Speech Against:  Free (2 minutes)
Open Contribution:  Open (2 x 1.5 minutes)
Summation:  University of Leicester Students’ Union (1.5 minutes)

Conference Believes
1. Corporate tax is an important source of revenue for governments around the world that helps build vital public services and reduce poverty and inequality
2. 2013 has seen an unprecedented focus on tax-dodging by big business such as Google and Starbucks and was top of the agenda at the G8 Summit in Loch Erne.
3. Tax-dodging harms public services in the UK and in developing countries where three times more is lost to tax-dodging than is received in aid.
4. Tax-dodging by big business narrows access to education, particularly for women in developing countries.
5. Big business has a role to play in development, but only if they act responsibly and in the interests of poor people.
6. Big businesses use a sophisticated network of tax havens and legal loopholes to shift profits out of the countries where they were made without paying taxes on them.
7. USD$20 trillion is estimated to be stashed in tax havens. That’s enough to send every child in Africa to school and to rebuild the continent’s entire road network with plenty spare.
8. Tax avoidance by multinational corporations is immoral, especially in developing countries where revenue can be used to build hospitals, schools, colleges, universities, roads, and other vital public services.

Conference Further Believes
1. Barclays bank has ambitions to be the biggest bank in Africa.
2. A recent report by anti-poverty charity ActionAid demonstrated that the bank actively promotes the use of tax havens by big businesses who want to make profits in Africa.
3. A division of the bank called Offshore Corporate exists, in its own words, to “maximise the advantage offered by offshore jurisdictions”
4. The offshore jurisdictions promoted by Barclays are known tax havens that are set up to allow the secret flow of money out of countries where they would have been taxed at a higher level.
5. Barclays bank is supposed to be in a process of cleaning up after being hit by numerous scandals including the LIBOR fixing disgrace that resulted in the resignation of the bank’s Chief Executive, Bob Diamond.
6. Barclays was forced into a humiliating withdrawal from South Africa in the 1980s after NUS launched a campaign against their support of the racist apartheid regime.
7. Barclays says it wants to be a “force for good” in Africa, but its heavy promotion of tax haven use suggests otherwise.
8. Barclays should be learn the lessons of their past and close down their Offshore Corporate division while eliminating all its activities in tax havens

Conference Resolves
1. To lend our voice to the campaign to stop tax-dodging by big business, especially in developing countries.
2. To support member unions to develop local campaigns that highlight the link between tax and public services at home and in developing countries.
3. To incorporate tax-dodging into our work in the run up to the General Election in 2015
4. To lend our voice to the campaign to demand that Barclays shuts down its Offshore Corporate division and eliminates all its activities in tax havens
5. To send a message of solidarity to student unions in developing countries that shows our commitment to stopping UK corporations from shifting money out of their countries

Motion 312  Legal Aid

Submitted by:  University of the West of England Students’ Union

Speech For:  University of the West of England Students’ Union (2 minutes)
Speech Against:  Free (2 minutes)
Open Contribution:  Open (2 x 1.5 minutes)
Summation:  University of the West of England Students’ Union (1.5 minutes)

Conference believes:
1. Legal Aid can be defined as “payment from public funds allowed, in cases of need, to help pay for legal advice or proceedings.”  http://www.oxforddictionaries.com/definition/english/legal-aid
2. The Ministry of Justice are proposing to reduce Legal Aid by £220 million annually by 2018
   http://www.theguardian.com/law/2013/sep/18/liberal-democrats-legal-aid-cuts

Conference further believes:
1. Access to Legal Aid is a fundamental need of an individual that cannot afford to hire a more costly lawyer.
2. Freedom of choice of a lawyer is hugely important and the reduction in legal aid funding risk removing client choice.
3. This will impact on our students looking to get representation from a lawyer with a specific skillset i.e. in the event of a student arrested at a protest wanting access to a lawyer with a strong record in this area.
4. It could have a hugely detrimental impact on aspiring law students looking to go into this area of work.
5. The Law Society is currently reviewing their tactics in tackling the proposed changes.

Conference resolves:
1. To release a statement in support of the defence of Legal Aid. The statement will affirm the importance of access to Legal Aid for some of the hardest hit in our local and student communities and affirm the right of legally-aided defendants to choose their lawyer.
2. To work with the National Law Society and student law societies to campaign against the cuts being made to Legal Aid and defend the right of those that can't afford a lawyer access to good legal advocacy with freedom of choice.
3. To lobby for the creation of a campaigns toolkit by NUS that can be used by Students’ Unions to support the campaign in defence of Legal Aid.
4. To ask the NUS to lobby the government against its current position on Legal Aid.
5. To lobby for access to legal aid for all students at universities.
Motion 313  Get Out the Vote; Stop the Far Right

Submitted by: University of Edinburgh Students Union

Speech For: University of Edinburgh Students Union (2 minutes)
Speech Against: Free (2 minutes)
Open Contribution: Open (2 x 1.5 minutes)
Summation: University of Edinburgh Students Union (1.5 minutes)

Conference Believes:
1. That the Get Out the Vote work NUS did in advance of the previous European Parliament elections was invaluable in the effort to shut down the BNP.
2. That across Europe far right groups are taking advantage of the present crisis to swell their ranks.
3. NUS has traditionally played an important and leading role in society’s response to the far right.
4. That UKIP is part of the group Europe for Freedom and Democracy, which includes representatives from the Danish People’s Party, the True Finns Party, The Dutch SGP, and the Italian Lega Nord - all of them far right.
5. The UKIP party leader, Nigel Farage, is co-president of this group along-side Lega Nord’s Francesco Speroni who once described Andres Breivik as a man whose “ideas are in defense of western civilisation”.
6. That in May of this year the UKIP Group of Lincolnshire County Council refused to sign an Anti-Racism pledge upon election as it “pushes forward the chance of multiculturalism”.
7. That the founder of UKIP, Alan Sked, has said it has become “extraordinarily right-wing” and is now devoted to “creating a fuss, via islam and immigrants”.
8. UKIP sacked its Youth Chairman, Olly Neville, for supporting Equal Marriage.
9. The former UKIP MEP Nikki Sinclaire, who came out as a lesbian, won a discrimination case against UKIP after being ousted for refusing to sit with its homophobic allies in the European Parliament.
10. UKIP’s only current female MEP threatened to leave the party, labelling Nigel Farage as “anti-women”.
11. Nigel Farage endorsed the comment “no employer with a brain in the right place would employ a young, single, free woman” by UKIP MEP Godfrey Bloom.

Conference Further Believes:
1. That UKIP is a racist, xenophobic, homophobic and sexist organisation.
2. That extremist far right parties thrive on low voter turnout.

Conference Resolves:
1. To condemn UKIP publicly on the basis of the above.
2. To reaffirm our commitment to smashing the far right.
3. To incorporate an expose on UKIP’s racist, xenophobic, homophobic and sexist politics in our Get Out The Vote work in advance of the next European Parliament election.

Motion 314  Public ownership of the Banks

Submitted by: Students’ Union, Royal Holloway University of London

Speech For: Students’ Union, Royal Holloway University of London (2 minutes)
Speech Against: Free (2 minutes)
Open Contribution: Open (2 x 1.5 minutes)
Summation: Students’ Union, Royal Holloway University of London (1.5 minutes)

Conference believes
1. The 2008 bank bailout cost £850 billion.
2. Britain’s 1,000 wealthiest individuals own £450 billion
3. The Coalition has cut billions from education, welfare and health spending, while lowering taxes for the rich.
4. According to the Office of National Statistics, UK workers' average real-term hourly earnings have fallen 8.5% since 2009.

Conference further believes
1. This is a government of the rich, acting in the interests of the rich - using the crisis to attack jobs, wages, benefits and public services.
2. NUS believes in democracy - but democracy is limited when wealth and power are in the hands of a few.
3. If the vast wealth of society was socially owned and democratically controlled, not in the hands of a few, society could fund top quality free education, services, jobs and benefits for all in place of grotesque inequality and irrational waste of resources.
4. We should aim for a government which serves the interests of the majority (workers, students, service-users), taxing the rich and expropriating the banks to rebuild public services and create jobs.

Conference resolves
1. To campaign for the TUC policy of “full public ownership of the banking sector and the creation of a publicly owned banking service, democratically and accountably managed” and for taxing the rich, to reverse cuts and fund services, education and jobs.

Motion 315 Fossil Free

Submitted by: Middlesbrough College, Dudley College, NUS Black Students’ Committee, Gateshead College Students’ Union, University College London Union, Cambridge University Students’ Union

Speech For: NUS Black Students’ Committee (2 minutes)
Speech Against: Free (2 minutes)
Summation: Cambridge University Students’ Union (1.5 minutes)

Conference believes:
1. The fossil fuel industry is driving the climate crisis
2. A report based on research from People & Planet, Platform and 350.org estimates that UK universities invest £5.2 billion in fossil fuel companies
3. Institutions’ investments in fossil fuel companies contradict NUS policy and fundamentally undermine universities and colleges’ rightful place as a public service run for the good of society.
4. Following extensive flooding, Dame Julia Slingo, the Met Office’s chief scientist, said that “all the evidence suggests there is a link to climate change.”
5. The worst effects of climate change can be avoided - but only with much greater political will and urgent action to cut carbon emissions.
6. The International Energy Agency report that increased ‘fracking’ would lead to a 3.5°C temperature rise, well above the 1.5°C acknowledged as the tipping point for runaway climate change.
7. To stop disastrous climate change, four fifths of all existing fossil fuels must be left in the ground.

Conference further believes:
1. That the Government has failed to take action to reduce climate-changing carbon emissions
2. That instead of taking urgent action on decarbonisation of our energy supply, the government have instead chosen to focus on lining the pockets of their friends in the fossil fuel industry, with a new dash for gas through fracking.

Conference resolves:
1. To mobilise students to press the Government to take tougher action on climate change
2. To work with SUs to support People and Planet’s ‘Fossil Free’ campaign, stepping up efforts to green campuses and force universities and colleges to divest from the fossil fuel industry.
3. To condemn the Tory & Liberal Democrat Government’s new dash for polluting, expensive gas, and push instead for investment in energy efficiency & renewable energy to end the scandal of winter deaths and ensure we play our part in preventing dangerous climate change.

4. To collaborate with People and Planet, publicly support the Fossil Free UK campaign and make resources available via NUS Connect

5. To campaign against ‘greenwashing’ of the fossil fuel industry (sponsorship, donations and support)

6. To divest any investments in the fossil fuel industry and establish an ethnical investment policy, ratified annually by the NEC

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**Motion 316   Equality for Students**

Submitted by: Northumbria Students’ Union

Speech For: Northumbria Students’ Union (2 minutes)
Speech Against: Free (2 minutes)
Open Contribution: Open (2 x 1.5 minutes)
Summation: Northumbria Students’ Union (1.5 minutes)

**Conference believes**

1. That to truly improve student and long term resident relations, stereotypes of students as perpetrators of anti-social behaviour, litter dropping and crime, amongst other issues, should be actively challenged in coordination nationally, using a variety of techniques.

2. That students should not be discriminated against in decisions made within local communities, based upon stereotypes which are unfounded, unjustified and lack proper backing such as those seen recently in Cambridge under the motor proctor scheme and in Newcastle with car parking spaces in Jesmond.

3. That if students are truly at fault for issues, they should be treated equally and face the same penalties as those who are longer-term resident, instead of being unfairly discriminated against whilst sometimes lacking effective and appropriate representation within local government, community bodies and/or services.

4. That the National Union of Students has a significant role to play in combating issues between students and wider communities, exercising the influence and power it has with local government, community bodies and local groups.

**Conference resolves**

1. To mandate the Vice President of Society and Citizenship to coordinate a national campaign with the aim of improving student relations with wider communities.

2. To lobby councils to stop implementing policies which single out student communities, such as the parking bans in Newcastle and Cambridge.

3. For the National Union of Students to conduct a widescale review of the mistreatment and discrimination of students based on their identification within the catch-all student stereotype.

4. To actively challenge student stereotypes which are promoted in the media and by politicians or organisations which seek to demonise students for issues which are not necessarily the fault of the student population.

5. For the National Union of Students to actively facilitate meetings and cooperative action between Students’ Unions, local authorities and community organisations with the aim of promoting excellent relations between students and the wider community.
Motion 317  Opposing the Immigration Bill

Submitted by:  Northumbria Students’ Union

Speech For:  Northumbria Students’ Union (2 minutes)
Speech Against:  Free (2 minutes)
Open Contribution:  Open (2 x 1.5 minutes)
Summation:  Northumbria Students’ Union (1.5 minutes)

Conference believes
1. The immigration bill proposed by the Government will have a dramatic negative experience on the student’s experience in UK.
2. Many UK Universities have a large number of international students and it will affect students from all over the UK, as they would seek other places to study abroad which provides better educational experience.
3. The bill threatens the welfare of international students in the UK.

Conference resolves
1. To investigate this issue and to lobby the Government to recognize the benefits of International Students.
2. To support Students’ Union’s in ensuring that they take a proactive approach to supporting International students.

Motion 318  Fighting Cuts

Submitted by:  Students’ Union Royal Holloway University of London

Speech For:  Students’ Union Royal Holloway University of London (2 minutes)
Speech Against:  Free (2 minutes)
Open Contribution:  Open (2 x 1.5 minutes)
Summation:  Students’ Union Royal Holloway University of London (1.5 minutes)

Conference believes
1. This year will see another huge wave of cuts in council services, cuts that will disproportionately hit deprived areas and the most oppressed groups in society.

Conference further believes
1. Instead of implementing central government cuts, councils should refuse to do so, defy the government and lead local communities in a campaign to demand the restoration of funding. Such a revolt by even one council would make life very difficult for the Government; a few councils refusing to implement cuts would make the cuts untenable.

Conference resolves
1. To support and encourage student unions to campaign against cuts to local services.
2. To highlight the impact of cuts to local services in our campaigning in the run up to the general election.
3. To call on councils to refuse to implement cuts, and support and work with Councillors Against the Cuts.
Motion 319  Justice for Palestine – support the right to education

Submitted by: Mid-Kent College Students’ Union, NUS Black Students Committee, Middlesex Students’ Union, South and City College Birmingham

Speech For: City College Birmingham (2 minutes)
Speech Against: Free (2 minutes)
Open Contribution: Open (2 x 1.5 minutes)
Summation: Middlesex Students’ Union (1.5 minutes)

Conference believes:

1. Palestinian students’ right to education continues to suffer as a result of the illegal occupation of the West Bank and Israel’s brutal siege on Gaza.

Conference resolves:

1. To invite a Palestinian student as a guest speaker for next year’s NUS National Conference to increase awareness of how the illegal occupation of the West Bank and the siege on Gaza is adversely affecting their right to education.
2. To continue to boycott companies that benefit from the illegal occupation of the West Bank.
3. To call upon the British government to demand that the siege on Gaza is lifted.

Motion 320  Defend our right to resist

Submitted by: Dudley College, NUS Black Students’ Committee, Middlesex Students’ Union, University of Sussex Students’ Union

Speech For: Dudley College (2 minutes)
Speech Against: Free (2 minutes)
Open Contribution: Open (2 x 1.5 minutes)
Summation: NUS Black Students’ Committee (1.5 minutes)

Conference believes:

1. In response to the significant upturn in the student movement - with increasing numbers of students taking part in protests, occupations and campaigns against austerity and attacks on our education - there has been a huge crackdown.
2. Students have been suspended from their courses, violently attacked by the police, kettled in freezing weather for hours and even banned from protesting on central London campuses.
3. The goal of the crackdown is simple – to intimidate and deter a new generation of students from fighting back against the government’s assault on our education and our future.
4. The crackdown on student protest is part of a wider assault on the right to resist in society – with increasing attacks on trade unions and the passing of the draconian ‘gagging bill’.

Conference resolves to:

1. To support all students facing unlawful and unfair victimisation as a result of the crackdown on the right to resist austerity, including with legal advice and by creating a legal fund to support students facing charges or legal costs as a result of repression.
2. Continue to campaign against the ‘Gagging Bill’ and demand that it is reversed.
3. Work with the People’s Assembly Against Austerity in their ‘Hands Off Our Unions’ campaign and support the trade union movement against attacks on their right to organise.
Motion 321  Solidarity with the oppressed in South Africa

Submitted by: NUS Postgraduate Committee

Speech For: NUS Postgraduate Committee (2 minutes)
Speech Against: Free (2 minutes)
Open Contribution: Open (2 x 1.5 minutes)
Summation: NUS Postgraduate Committee (1.5 minutes)

Conference believes;
1. That 34 South African miners were gunned down by police in 2012 at Marikana, as they took strike action to try and lift themselves and their families out of terrible poverty.
2. That conditions in the mines are so bad that there is a "Marikana massacre" underground every few months: 128 miners were killed in 2010.
3. That solidarity from Britain and internationally played a part in ending the racist apartheid regime.
4. That unfortunately the ending of apartheid did not end the troubles of the millions of ordinary South Africans, and that economic apartheid has survived and thrived.
5. That South Africa contains some of the biggest deposits of platinum, gold and other precious metals on the planet, and also that this wealth is controlled by a tiny elite.
6. That miners and other workers have launched the Workers and Socialist Party (WASP) to stand up for ordinary South Africans against the interests of the super-rich who currently have a monopoly of wealth and power in the country.

Conference further believes;
1. That the tradition of solidarity between workers in Britain and South Africa should be continued and strengthened.

Conference resolves;
1. To send a message of support to South African miners in their campaign for justice, and a life of dignity.
2. To publicise the campaign of the South African Miners for Justice for Marikana
3. To financially support South African Miners for Justice with a donation of £200

Motion 322  Local income tax

Submitted by: University of Edinburgh Students Union

Speech For: University of Edinburgh Students Union (2 minutes)
Speech Against: Free (2 minutes)
Open Contribution: Open (2 x 1.5 minutes)
Summation: University of Edinburgh Students Union (1.5 minutes)

Conference Believes:
1. At present council tax is charged at a blanket rate to all people resident in an area, according to the average house price.
2. House prices were last valued for council tax in 1991.
3. There are a number of reductions and exemptions in place for council tax, including properties solely occupied by full-time students or in which only one resident is eligible to pay.
4. Part-time students receive no automatic reduction or exemption from council tax.
5. Council tax has been criticised for impacting renters and occupants of social housing more severely, categories which many students fall into.
6. The SNP and Scottish Liberal Democrats both proposed replacing council tax with a form of local income tax (LIT) in the 2007 Scottish Parliament elections, and the concept was approved in principle by the Scottish Parliament the same year.
7. LIT taxes residents according to their income, and can either be collected and distributed by central government or by local authorities.

Conference Further Believes:
1. Council tax is a regressive taxation, and therefore impacts people on low incomes more severely.
2. There are currently some welcome reductions and exemptions of council tax for vulnerable members of society, however these are not comprehensive enough.
3. Part-time students often find it difficult to earn sufficient income along their studies due to the nature of their courses, or to negotiate the social security system.
4. As a progressive taxation, LIT would be a fairer alternative to council tax.

Conference Resolves:
1. To campaign for council tax to be replaced with LIT.
2. To campaign to ensure students and vulnerable members of society are in no way negatively impacted by this change.

Motion 323  30 years since the miners’ strike

Submitted by: Students’ Union Royal Holloway University of London

Speech For: Students’ Union Royal Holloway University of London (2 minutes)
Speech Against: Free (2 minutes)
Open Contribution: Open (2 x 1.5 minutes)
Summation: Students’ Union Royal Holloway University of London (1.5 minutes)

Conference believes
1. It is 30 years since the National Union of Mineworkers defied the Thatcher government’s devastation of working-class communities and the labour movement, in a year long-strike that involved thousands of students, many dozens of student unions and NUS.
2. Student activists showed great creativity in supporting the strike - in many cases student unions involved thousands of students in all kinds of innovative ways.
3. As well as galvanising trade unionists who wanted to resist the Tories’ onslaught, the strike generated important movements against oppression, eg the movement of women in the mining communities.

Conference further believes
1. Particularly when a Tory-dominated government is once again devastating our communities, there is a lot to learn and inspiration to be taken from the miners’ strike.

Conference resolves
1. Produce an exhibition about the strike and students’ activity in supporting it for use in SUs.
Motion 324  Saving Polar Bears, One plastic bottle at a time

Submitted by: Heriot-Watt University Students’ Union

Speech For: Heriot-Watt University Students’ Union (2 minutes)
Speech Against: Free (2 minutes)
Open Contribution: Open (2 x 1.5 minutes)
Summation: Heriot-Watt University Students’ Union (1.5 minutes)

Conference believes
1. Universities and Colleges have worked hard to improve the recycling facilities on campuses; however, they can go further in order to improve what they provide for students.
2. 1 recycled glass bottle would save enough energy to power a computer for 25 minutes.
3. Up to 60% of the rubbish that ends up in the dustbin could be recycled.
4. 9 out of 10 people would recycle more if it were made easier.
5. 12.5 million tonnes of paper and cardboard are used annually in the UK.
6. Each year, new students arrive on campus and need to be shown that their University or College is working hard to tackle a problem that affects their future.

Conference further believes
1. More should be done to help students recycle.
2. It is important for students to be able to recycle and for it to become part of a daily routine, therefore by having recycling points on campuses, it will make it easier for students to do so and become familiar with recycling.
3. That NUS UK should be at the forefront of this issue promoting and growing awareness of the issue of recycling.

Conference Resolves
1. Lobby Universities and Colleges to encourage students to be recycling as much as possible.
2. Lobby Universities and Colleges to have energy saving and/or motion sensored lights in all buildings by 2016.
3. Lobby Universities and Colleges to have recycling points on campuses, especially around Halls of Residences, enabling students to actively recycling and improve their surrounding areas.
4. Lobby Councils to provide recycling collections at Halls of Residences, as frequently as the residential areas within their Council region.
Zone | Union Development

Motion 401  Empowering Active Students

Submitted by:  Union Development Zone Committee
Speech For:  Union Development Zone Committee (2 minutes)
Speech Against:  Free (2 minutes)
Summation:  Proposer of last successful amendment (1.5 minutes)

Preamble

This motion seeks to bring together the three arms of ‘union development’ defining how it will progress over the course of the next 18 months. Firstly, by empowering active students, we are working to give the knowledge and tools to individuals to create change. Secondly, empowered individuals need to work collectively to be effective; which is why we’ll work to create and connect networks of student communities in and around the UK. Lastly, these communities of students will come together in students’ unions; here, we must carry on with our work transforming these hubs of activity.

Traditionally, the majority of our work has been carried out in students’ unions. As time progresses, we believe that this will begin to change and that more and more, students will focus their time in various communities within the union and that this is where NUS should shift its focus. Through supporting these communities and putting infrastructure in place to do this, we will be able to increase activism, enable greater levels of change and ultimately re-shape further and higher education for the future.

Conference Believes:

2. Working with and through students’ unions, students have a valuable and vital impact on their education and wider society.
3. Students are at their most powerful when we organise collectively.
4. Organising collectively through an independent body is a fundamental right of all students in further and higher education.
5. Thousands of students, especially in further education, work based learning, small and specialist institutions and some private providers are denied the right to organise collectively.
6. All students should have power to make a difference, to get involved and organise to take action around the issues they are most passionate about.
7. Democracy gives power to the people and by being at the vanguard of democratising students’ unions, universities, colleges and wider society, we will secure more power for students to make a difference and have an impact on the world around them.
8. That power gives the opportunity to cause and provoke change and politics is the way we decide what kinds of impacts we think are important. While many students don’t necessarily think of themselves as being “political”, we believe that all students have power. Being political is therefore necessary to make a difference as being political is simply a way for students to organise and take action around the most widely and deeply felt issues.
9. Measuring and articulating what students’ unions do – impact – allows us to both think critically about what our activities aim to achieve and also better understand the benefits of our work. From strategic benefits of thinking critically about activity aims, to democratic benefits of the increased transparency brought about through the regular measurement and publication of impact.
10. For too long measuring and articulating impact has been limited to numbers and figures about volume – simply recording how many students are in societies rather than demonstrating the impact that those societies are having on their members, their institution and wider society.

Conference Resolves:
1. To create an online hub of resources that demonstrates the power of the student movement as a force for good in society by using and analysing impact from across the student movement.
2. This evidence base should be used in multiple ways including campaigning nationally to articulate the value of students’ unions and inspiring more students to take part in civil society.
3. To support students’ unions to bring about social and political change in the formal curriculum of their institution alongside co- and extra-curricular activities.
4. To deliver a programme supporting students’ unions to measure and articulate the impact of campaigning activity more effectively and develop a set of common metrics for measuring impact. This includes moving from quantitative to qualitative measurement tools.
5. To work with students’ unions across the country to promote new and good practice models of democracy – and promote these principles further beyond their union. We will also ensure this work complements and supports our efforts to diversify elections in students’ unions.
6. To create an organisational approach to empowering communities that exist in students’ unions from clubs and societies to campaign groups. This should be reflected in our Quality Mark and strategic support to students’ unions.

**Amendment 401a  NUS and Strategic Partnership**

Amendment Action: Add amendment to 401
Submitted by: University of Lincoln Students’ Union

Speech For: University of Lincoln Students’ Union (1.5 minutes)
Speech Against: Free (1.5 minutes)
Summation: University of Lincoln Students’ Union (1 minute)

Conference Believes:
1. The UK government have cut between £20 billion from 2010 and 2015; this agenda is affecting all sectors of the economy and society - including the voluntary sector and its beneficiaries.
2. NUS have a duty to support the strategic development of its membership
3. NUS are a voluntary organisation who seek to empower, inspire and educate its membership
4. Strategic plans are a tool used to help define the purpose and nature of organisations
5. Strong unions should support student representatives via research engaged data which back student opinion
6. Students’ Unions are change agents who require the tools to enable activists to impact positively on society
7. Transferable modes of best practice should be accessible to all unions
8. Campaigners need to respond to, and understand, new policy initiatives and ways of working in a challenging and changing environment.
9. VAT has been raised – considerably increasing the voluntary sector’s cost base – and transitional relief on Gift Aid has been ended.

Conference Resolves:
1. NUS to build modes of best practice from organisations in the sector for executive handovers into training modules for sabbaticals
2. NUS to consolidate resources into research and policy projects with the aim of lobbying and campaigning to influence the government’s decision making
3. NUS to collaborate with voluntary organisations by building a resource hub that will outline how to create links with local organisations and what we can learn from them, for example community organising methods and communication tools.
5. NUS to localise strategic modelling NCVO have created to unions through bespoke training events
Motion 402 Connecting Networks of Student Communities

Submitted by: Union Development Zone Committee
Speech For: Union Development Zone Committee (2 minutes)
Speech Against: Free (2 minutes)
Summation: Union Development Zone Committee (1.5 minutes)

Conference Believes:

1. Communities exist across all aspects of student life within the education system.
2. That based on our initial research and mapping of student communities, there are a number of different communities;
   a. Communities of Administration (e.g. Identifying with the university, union)
   b. Communities of Location (e.g. where you live)
   c. Communities of Values (e.g. your identity LGBT, women)
   d. Communities of Interest (e.g. courses, clubs and societies)
3. Students’ Unions are trying to develop and involve a more diverse student population to engage and lead their unions but usually ‘box’ individuals and create structures that don’t relate to where student communities are strong and active.
4. Active communities with deep ties are found to be based around values and interests of students.
5. The views of active and thriving communities should shape policy in students’ unions. However, currently, unions put the majority of resources around administrative structures.
6. Engaging and empowering communities that already exist to make a difference and create change is a priority.
7. By working to engage existing groups of students, levels of engagement with groups of students typically seen as ‘hard-to-reach’ can be improved.
8. Only by re-imagining what students’ unions are and how they work, by thinking differently about the communities we work with, can we build lasting relationships and engage different groups, increasing participation with our unions.

Conference Resolves:

1. To work with individuals, organisations and students’ unions to fundamentally re-think how students’ unions should achieve their ambitions with an aim to empower communities that already exist.
2. To research and create models of communities that students’ unions can adapt that will allow unions to identify where communities lie and how they can empower them. We will draw on student development theory, so prevalent in the United States.
3. To deliver a programme of work with students’ unions to re-think how their unions are structured, governed and how to disseminate power to communities of students. We will also work with students’ union staff, through specialist groups, supporting what enabling these new models might look like.
4. To create a leadership development programme for student opportunity leaders on campus to ensure these community leaders have the capacity to build membership and grow activities in their unions.
5. To create an online training toolkit for clubs, societies, sports clubs and volunteering programmes to train students to build activists in readiness for the 2015 general election and beyond.
6. To create new programmes of about devolving power to student interest groups
7. To fund a series of pilot projects to embed new models of democratic participation, ensuring a diverse mix of students’ unions are chosen to test our work.
Motion 411  Regional Partnerships

Submitted by: Stanmore College Students’ Union, Chester Students’ Union, Birmingham City University Students Union,

Speech For: Stanmore College Students’ Union (2 minutes)
Speech Against: Free (2 minutes)
Summation: Proposer of last successful amendment (1.5 minutes)

Conference Believes:
1. Further Education and Higher Education unions would benefit from working closely with each other in local regions.
2. The development of the community organising agenda is exciting and must explore other ways unions can collaborate.
3. Students’ Unions nationally (including NUS) talk about a united student movement however, many unions fail to work with other local unions.
4. In many Union’s nationally, they strive to make sure all elections (local, European and General) are a win for students and by linking together local unions they can amplify the student voice.
5. Not all student issues are down to the institution they study in, many exist because of the locality they live in. For example, housing, crime, employment and travel campaigns can be city wide or regional issues.
6. There are lessons to be learnt from both HE and FE institutions and that city wide partnerships should be about mutual respect and development.
7. Students’ unions already work hard to explore what changes they can make locally, including influencing local politics and decision makers.
8. There are already fantastic examples of students’ unions working together across cities, such as; Glasgow Student Forum, NUS London Area, Birmingham Students’ Unions. These groups all set their own agenda we must learn from them.
9. Full Time Officers at the National Union of Students have effective representation with trade unions through “Union Representatives”
10. While Students’ Union Officers are entitled to join trade unions, there is low take up of this

Conference further believes:
1. In a time where collaboration is key and tertiary education is at the forefront of our minds, it is time that we embrace working together in city FE and HE students’ unions where so many of our students experience the same issues.
2. Birmingham HE Students’ Unions have created its own group of Executive Officers that meet throughout the year to discuss joint campaigns, concerns and developments to variable success. This group does not have any staff support or formal organization, consequently regular meetings are not as successful as hoped. Therefore, the results from these meetings are ineffective in its current form.
3. Trade Unions can have difficulties understanding the role of Students’ Union Officers, which is a deterrent to some Officers joining
4. Better representation through trade unions, and more support in this, would enable Officers to receive better working conditions

Conference Resolves:
1. NUS should work with Students’ Unions to develop partnerships across FE and HE unions.
2. NUS should hold more regional events and networking opportunities to encourage initial dialogue between unions around an area.
3. Unaffiliated Students’ Union should be invited to attend.
4. NUS should identify ways that unions can share resources and capacity and pilot opening facilities where applicable to students from a number of institutions.
5. Where current collaboration is working, NUS should highlight and share examples of how and why this works well.
6. NUS should support local campaigns that develop from regional meetings with staff and resources.
7. NUS should develop guides about breaking down local politics and decision makers, making campaigning for students locally more understandable.
8. An elected NUS officer will be expected to attend at least one of these meetings each year.
9. Every meeting will be attended by an elected NUS representative (NEC).
10. An elected NUS Vice President/President will be expected to attend at least one of these meetings each year.
11. To investigate the possibility of facilitating regional representation in trade unions for Students’ Union Officers.

**Amendment 411a   Creating Networks for similar Students’ Unions**

**Amendment Action:** Add amendment to 414
*Submitted by:* Keele Students’ Union,

**Speech For:** Liverpool Hope Students Union, Leeds Trinity Students Union (1.5 minutes)
**Speech Against:** Free (1.5 minutes)
**Summation:** Liverpool Hope Students Union, Leeds Trinity Students Union (1 minute)

**Conference Believes:**
1. That different Universities organise themselves into ‘groups’ based on areas such as research excellence and teaching and learning.
2. That a number of Universities do not sit within a mission group.
3. That Student Unions do not have system that mirrors that of the University they sit alongside.
4. That in response to several conference mandates in previous years, NUS has increased its work to support Small and Specialist Students’ Unions.
5. Given the large proportion of the membership these Unions constitute, this work is to be celebrated and encouraged.
6. For the same reason, this work should now be expanded.

**Conference Further Believes:**
1. That there are a number of benefits for institutions of being in a group.
2. That Student Unions could benefit from a similar set up to that of University mission groups through working collaboratively and sharing best practice with those institutions that they are similar to.
3. That Student Unions tend to work and associate with those Unions geographically close to them rather than Unions which are similar.
4. That we should develop a union mission group system.
5. That most Small and Specialist Unions have limited financial resources and thus are limited in the staff they can hire.
6. That these Unions must often choose, when creating staff structures, whether to prioritise front-line services for students (such as advice workers, clubs and societies coordinators or campaign staff etc.) or back room operations (such as managers, finance staff etc.)
7. That this can leave these unions, and their members, without sufficient provision in either area.
8. That by combining resources many of these unions could work together to provide support and training to current staff and possibly even some back room services.
9. That even larger, more resource-rich unions may find sharing back room staffing more efficient.

**Conference Resolves:**
1. To mandate the Vice President Union Development to undertake research into how Student Unions work collaboratively and share best practice.
2. To mandate the Vice President Union Development to establish a mission group system for Student Unions based on the indicators that fall within the Quality Mark and undertake extensive consultation with Student Unions regarding what networks would help them.
3. That NUS will investigate the possibility of either NUS providing back room services centrally or NUS facilitating unions (either by region or relative need) jointly purchasing back room services.
4. To support the creation of a Small and Specialist Staff Network.
5. To support (and, where possible, finance) this group to create training events which these unions could not otherwise finance on their own
6. To support Small and Specialist Unions in reviewing their staff structures and help them identify hiring and training priorities

Motion 412 Democratic Students Unions

Submitted by: University of Sussex Students’ Union, University College London Union, Central School of Speech and Drama Students’ Union,

Speech For: University of Sussex Students’ Union (2 minutes)
Speech Against: Free (2 minutes)
Summation: Proposer of last successful amendment (1.5 minutes)

Conference believes
1. Clear, open, democratic structures are essential to develop the culture of involvement, mobilisation, activism and accountability we need.
2. The interests of student unions and management are fundamentally counterposed
3. In FE, unions frequently do not have access to basic resources, such as membership lists and means of communicating with members
4. Where unions are effective, they will come under pressure from management to stop their activities. This should be resisted.
5. University and College managers are increasingly seeking to interfere with union autonomy in relation to campus dissent and protest. At the University of Birmingham, a candidate was suspended by the University in relation to protest activity and almost prevented from running in elections.
6. Liberation is a key part of being a democratic union. Having structures that reflect Liberation is not a magic bullet, but it is good and we should urge CMs to introduce and improve them in line with NUS Liberation Campaigns’ guidance.

Conference resolves
1. NUS to issue democratic guidance to Union’s which encourage;
   a. Important decisions should be made by students and their elected representatives.
   b. Autonomous Liberation campaigns in every Students’ Union, and where possible full-time Liberation officers.
2. To campaign for Students’ Union independence, including:
   a. A basic and legally enforceable minimum standard for unions in FE and HE, including access to independent resources and space; means of communication with members; automatic annual elections; security of funding; and existence and representation within institutional structures.
   b. Independent and accountable returning officers for union elections, who have no employment or trusteeship connection with the institution.
   c. A drive to create full-time elected officers in small and specialist and FE unions.
3. NUS to issue guidance to Students’ Unions that, where students are suspended from the University as a result of their participation in protest activity, they should continue to remain full members of their Students’ Union.
4. To issue guidance, and include in the Summer Training programmes, on how officers and student reps can tackle and work around undue interference of university management and senior SU staff.
Amendment 412a  Open and transparent Students’ Unions

Amendment Action:  Add amendment to 413
Submitted by:  University College London Union, Central School of Speech and Drama Students’ Union

Speech For:  University College London Union (1.5 minutes)
Speech Against:  Free (1.5 minutes)
Summation:  Central School of Speech and Drama Students’ Union (1 minute)

Conference believes:
1. The success of an SU should be judged on how easy it is for members to get involved and steer its decisions and direction, how many it mobilises in action and campaigning, and to what extent it puts pressure on and wins concessions from management and government.
2. Clear, open, democratic structures are essential to develop the culture of involvement, mobilisation, activism and accountability we need.
3. External trustees can give valuable expertise. However, there is absolutely no good reason why unelected non students should be allowed to vote in our unions.

Conference resolves to
1. Campaign for SU democracy including:
   a. A constant flow of easily accessible information to members (minutes, public reports from senior staff as well as elected officers, etc);
   b. Regular, well-built General Meetings; when SU councils exist they should be open to all to attend, speak and put motions;
2. To issue guidance that only elected students should be full voting members of Trustee Boards. Externals should advise, but should not have a say in final decisions.

Amendment 412b  Trustee Boards

Amendment Action:  Delete CR2 of 413a and add amendment to 413
Submitted by:  Central School of Speech and Drama Students’ Union

Speech For:  Central School of Speech and Drama Students’ Union (1.5 minutes)
Speech Against:  Free (1.5 minutes)
Summation:  Central School of Speech and Drama Students’ Union (1 minute)

Conference Resolves:
1. We oppose the existence of Trustee Boards; while they exist they should be made up exclusively of elected students, and in no case include management representatives.
Motion 413  From 1994 to 2034: the next generation of the student movement

Submitted by: National Executive Council

Speech For: National Executive Council (2 minutes)
Speech Against: Free (2 minutes)
Open Contribution: Open (2 x 1.5 minutes)
Summation: National Executive Council (1.5 minutes)

Conference believes:
2. As the further and higher education sectors have evolved students’ unions have as well; they are diverse in mission, scope and levels of resource.
3. Students’ unions are increasingly interwoven into the fabric of national education regulation: across the UK we have a presumption of student participation in governance, frameworks for learner and student voice, management of complaints and appeals and student engagement.
4. Twenty years on from the Education Act it is timely to reaffirm the right of every student to organise and seek representation through an independent students’ union, and to reflect on how students’ unions might evolve in the next twenty years.

Conference resolves
1. To consult widely within the student movement and with the further and higher education sectors on the development of a White Paper setting out proposals to ensure students’ unions are recognised in law, continue to be well-governed and are sufficiently resourced to carry out their mission of amplifying the student voice, helping students be powerful and improving students’ lives.
2. To consider the diverse purposes and activities of students’ unions and how these might be more fully developed and supported in a complex and changing educational environment with multiple external pressures.
3. To explore the legal and regulatory frameworks for students’ unions and lobby to strengthen these.
4. To use the current legal and regulatory frameworks available to us and any future legislation we may achieve to take steps to establish independent collective student representative bodies where they currently do not exist.

Motion 414  For a living wage in our institutions

Submitted by: University College London Union, Students Union University of the Arts, Central School of Speech and Drama Students’ Union

Speech For: University College London Union (2 minutes)
Speech Against: Free (2 minutes)
Open Contribution: Open (2 x 1.5 minutes)
Summation: Students Union University of the Arts (1.5 minutes)

Conference believes:
1. The highest pay in the HE sector averages £248,292 per year.
2. Many workers in universities are paid the National Minimum Wage, and workers across the sector have had their pay cut by 13% since 2008.
3. Many Universities and Colleges still employ large numbers of staff for less than the Living Wage, and often on highly casualised contracts.

Conference further believes:
1. All workers should be paid at least the Living Wage

Conference resolves:
1. To support SUs campaigning for the Living Wage, and publicise how workers at University of London and elsewhere have won it through industrial action.
2. To call for all students unions to lead by example in paying all workers, including student staff, the Living Wage.

Motion 415  SU autonomy and building pan-London representation

Submitted by: University College London Union, Students Union University of the Arts

Speech For: University College London Union (2 minutes)
Speech Against: Free (2 minutes)
Summation: Proposer of last successful amendment (1.5 minutes)

Conference believes
1. There are 800,000 students in London. These members face acute and specific issues, and if mobilised could make a massive impact. NEC recognised London as an Area in autumn.
2. Following a review, the University of London has declared its intention to shut down its federal student union, ULU, from August 2014, which alongside college unions represents around a third of all HE students in London. No student sat on the Review Panel, and no student sat on any body which approved it.
3. ULU and NUS London have adopted positions opposing the outcomes of the ULU Review and campaigning for ULU’s building and services to remain in student hands.

Conference further believes
1. An injury to one is an injury to all. Regardless of how unique ULU is, the shutting down of ULU presents a major attack on students' right to organise and on SU independence.
2. There has been a failure of leadership in NUS HQ around this issue and pan-London representation more generally, despite having policy to campaign on it and enthusiasm from CMs.
3. Other regions should have a better advertised opportunity to explore the possibility of Area organisations.

Conference resolves
1. To condemn and campaign against the processes and outcomes of the ULU Review
2. To affirm the sovereignty of NUS London Area, and support NUS London and ULU in their campaigns to keep ULU’s building and services in student hands.
3. To actively explore the feasibility and desirability of creating NUS Areas in other parts of the country, in consultation with unions.

Amendment 415a  Save ULU –defend student union independence

Amendment Action: Add amendment to 412
Submitted by: Students Union University of the Arts

Speech For: Students Union University of the Arts (1.5 minutes)
Speech Against: Free (1.5 minutes)
Summation: Students Union University of the Arts (1 minute)

Conference believes:
1. That University of London's proposals to close down University of London Union are of a piece with its contemptuous attitude to staff and calling the police on its students.
2. That the shutting down of ULU is a major attack on students’ right to organise and SU independence. If University of London can get away with it, other SUs may be under threat.

3. NUS’s failure to straightforwardly support ULU against this attack has been disgraceful, relying on dishonest and nonsensical arguments.

Conference resolves to:
1. Campaign against the shutting down of ULU.
2. Campaign in defence of the independence of SUs from management, as part of defending the right to organise.

Motion 416  Gagging Clauses

Submitted by: University College London Union

Speech For: University College London Union (2 minutes)
Speech Against: Free (2 minutes)
Open Contribution: Open (2 x 1.5 minutes)
Summation: University College London Union (1.5 minutes)

Conference Believes
1. This year the University of Edinburgh threatened to withdraw Edinburgh University Students’ Associations block grant if the Sabbaticals refused to sign a ‘Gag Clause’. This Gag Clause severely limited the ability of EUSA to publicly criticise the University

Conference Resolves:
1. To publicly commit to calling a large scale National Demonstration on the campus of the next University to attempt to silence their Students’ Union in a similar manner
2. To communicate the above to Universities UK.

Motion 417  The next opportunity...

Submitted by: University of Lincoln Students’ Union

Speech For: University of Lincoln Students’ Union (2 minutes)
Speech Against: Free (2 minutes)
Summation: Proposer of the last successful amendment (1.5 minutes)

Conference believes:
1. This is the first year NUS has taken Student opportunities (work on societies, sports, volunteering and media) seriously and welcomes the work in this area.
2. The work carried out has supported student activities officers and staff across the country create a national network and support each other to develop student groups.
3. NUS should continue to prioritise work in this area and recognise the important role student opportunities have within our students’ unions.
4. The work supporting students’ unions diversify their candidates in elections and breaking down barriers in our democracy is important and needs to be reflected in the democracy of our student groups.
5. There are many national organisations that support student groups we can create further partnerships with, especially within media and charities.
6. There has been a lack of work with Student Enterprise, something which would add value for student groups and student social enterprises.
7. There has been a worrying increase of institutions taking over this activity from students unions and we absolutely believe they should be run by students for students.
8. There are still too many places where timetabling is still a problem and there is no dedicated time for students to play sport, volunteer, work and run societies.
Conference resolves:
1. To hold a student opportunities conference during the summer, bringing staff and officers together and invite external organisations such as BUCS, Media groups, volunteering and charities to support this.
2. To develop more resources and support for unions that have no to very few clubs, societies and media.
3. Research the diversity of leadership in student groups, produce specific guidance and innovative structures to support the research that allows our student groups to be more reflective of their members.
4. Run pilot projects connecting student groups across cities and regions, bringing together campaigning societies and clubs to tackle local issues.
5. To create an external partner database and that brings together national organisations and charities that have student links, creating a ‘way into students’ union manual’ to educate them on how to best work with students’ unions.
6. Develop a local version that supports students’ unions create local ties with key partners that support student groups with common causes. Capture where strong community ties exist and share in other areas.
7. Identify organisations that fund student enterprise and hold a students’ union enterprise events and training, pulling in funding to unions and student groups for social enterprise.
8. NUS should hold a national enquiry into timetabling and extra circular activity, this should include bringing BUCS, volunteer organisations and institution representation to have the debate nationally about the importance of dedicated timetabling space.

Amendment 417a  BUCS

Amendment Action: Add amendment to 416
Submitted by: Birkbeck Students’ Union

Speech For: Birkbeck Students’ Union (1.5 minutes)
Speech Against: Free (1.5 minutes)
Summation: Birkbeck Students’ Union (1 minute)

Conference Believes:
1. The British Universities & Colleges Sports (BUCS) receives a lot of funding from students and students’ unions.
2. The participation in BUCS is unrepresentative of students at large, commonly being only affluent full-time students
3. BUCS historically has put age restrictions on participation in some activities
4. National meetings of BUCS have been branded as alcohol-fuelled romps, where homophobia is endemic and misogyny is mainstreamed as part of the culture

Conference Further Believes:
1. BUCS must be accountable to students and to the NUS as the national student body
2. Some SUs pay over £250k to BUCS annually, yet access to democratic members meetings such as the AGM is blocked by a seemingly intransigent board of director, unaccountable to the paying membership

Conference Resolves:
1. To call for BUCS to be democratised fully
2. For NUS to use its influence to bring about changes to BUCS’ constitution and to make it accountable to the student body for its finance.
Amendment 417b  National Student Associations

Amendment Action:  Add amendment to 416  
Submitted by:  Loughborough Students’ Union  

Speech For:  Loughborough Students’ Union (1.5 minutes)  
Speech Against:  Free (1.5 minutes)  
Summation:  Loughborough Students’ Union (1 minute)  

Conference believes:  
1. It is positive that a number of independent national associations exist to promote areas of student activity such as National Association of Student Television Association (NASTA) and National Student Fundraising Association (NaSFA).

Conference resolves:  
2. To support and encourage the formation of a National Association of Student Societies and Activities (NASSA) and support the establishment of associated awards.
3. To support the development of a national accreditation brand of ‘Societies Stripes’ awarded for individual recognition for outstanding contribution towards student Societies and Activities.’
Zone | Welfare

Motion 501  Homes fit for study

Submitted by:  Welfare Zone Committee

Speech For:  Welfare Zone Committee (2 minutes)
Speech Against:  Free (2 minutes)
Summation:  Proposer of last successful amendment (1.5 minutes)

NUS Conference believes:
1. Students live across a wide range of housing types including rented accommodation, halls, social housing and in their family home.
2. The private rented sector has recently come under increased scrutiny, following on from the revelation that the number of people living in the sector had doubled in the ten years to the 2011 Census.
3. Currently, anyone can set up as a letting agent, and as long as their fees are made clear, letting agents outside Scotland are allowed to charge whatever level of fees they like.
4. The NUS/Unipol Accommodation Costs Survey found that the proportion of purpose-built student accommodation under private ownership is now believed to be 42 percent. This has increased from just four percent ten years ago.
5. Private purpose built student accommodation is generally much more expensive than that owned by an institution, with the same research showing that on average it is 18 per cent more expensive per week (last year sitting at £140.07 per week compared to £118.49 for institutions).
6. In London, the average rent charged last year by a private provider was £220.97 equating to over £10,000 per year.
7. In addition to providing less affordable non-en suite or twin rooms than institutions, private providers are less likely to provide rooms for students with dependent children or accessible rooms for disabled students.

NUS Conference further believes:
1. All people have the right to a decent home in which they feel comfortable, safe and secure.
2. Housing provides the basis from which students can thrive in their studies, jobs and personal development.
3. The UK is in the midst of a serious housing crisis. This affects both students and non-students alike with the government failing to take any real action to generate affordable housing supply, and universities increasingly following a market-driven model for accommodation.
4. The variety in student housing is significant, with no such thing as an ‘average student house’.
5. Tenants are exploited by greedy landlords and letting agents and students are disproportionately affected by this, seen to be less worthy or more vulnerable tenants.
6. The Homes Fit for Study research provides an opportunity to influence the agenda around the private rented sector, taking advantage of a strong evidence base.
7. Article 4 Directions to limit increases in shared housing have now reduced the availability of shared housing for students in many places in England.
8. In Wales, there are signs that there is some appetite to extend Article 4 powers across the border.
9. True change in the private rented sector will only come with both tenants’ better understanding their rights and legislation and enforcement being improved.
10. NUS should therefore aim to take simultaneously both a bottom-up (tenant empowerment) and top-down (influencing decision-makers) approach.
11. NUS should use its voice to condemn unfair practises in the private rented sector calling out those who wish to profit from tenant exploitation.
12. There is, in particular, an absence of information, advice and guidance on housing in FE, both for students during their current course, and for making the progression to HE.
13. The student population using the private rented sector acts as an effective springboard for wider discussions about renting given many students will continue to rent after study.
14. There should be an open and honest relationship between accommodation providers, students’ unions and students.
15. Students’ unions should be actively and comprehensively engaged in the rent-setting, ongoing strategy and future development plans for purpose-built accommodation their members live in.

16. Currently it is not clear how students’ unions can engage in these processes, as relationships between institutions and private providers can be unclear, making it difficult to know who to approach.

17. Students’ unions are rarely invited to participate in conversations on rent-setting and strategy in purpose built accommodation.

**NUS Conference resolves:**
1. To lobby strongly for regulation of letting agents, including a banning of fees, and an amendment to the Enterprise and Regulatory Reform Bill to ensure that tenants are awarded the same protection already awarded to homebuyers.
2. To call for compulsory smoke alarms and carbon monoxide detectors in all rented housing.
3. To work with students’ unions and other sector partners to assess the impact on access to affordable housing caused by Article 4 Directions.
4. To create, in collaboration with others in the sector, modules of Tenant Activist Training which could be rolled out to students’ unions across the UK.
5. To ensure that the content of the above training is applicable to further education encouraging city-wide project collaboration across students’ unions.
6. Support the creation of tenants’ unions and the engagement of students’ unions with tenants’ unions in the community.
7. To support students’ unions in the creation of letting agents and accreditation schemes locally, as well as to tackle the issues around rent guarantors.
8. To work with the sector to produce guidelines for how accommodation providers should engage respectively with students and students’ unions.
9. To continue to support students’ unions to make the case for affordable and appropriate accommodation locally.

**Amendment 501a Students living in the family home**

Amendment Action: Add Amendment
Submitted by: Canterbury College Students’ Union

Speech For: Canterbury College Students’ Union (1.5 minutes)
Speech Against: Free (1.5 minutes)
Summation: Canterbury College Students’ Union (1 minute)

**Conference believes:**
1. There are many students who live in the family home – either in the form of students who live with parents/carers or students who live with partners and/or dependents.

**Conference further believes:**
1. Most of NUS’ work around housing consists of aiming to support students who live in rented accommodation.
2. Students living in the family home can face huge barriers in feeling a part of both their academic and social community.

**Conference resolves:**
1. To use the Homes Fit For Study research to identify numbers and patterns of students living in the family home.
2. To provide guidance to students’ unions on how to work effectively with students living in the family home.
3. To ensure students living in the family home are considered in all aspects of NUS’ work, including how pastoral support services work for them.
Amendment 501b   Deposits

Amendment Action:   Add Amendment  
Submitted by:   Students’ Union University of Bournemouth  

Speech For:   Students' Union University of Bournemouth (1.5 minutes)  
Speech Against:   Free (1.5 minutes)  
Summation:   Students’ Union University of Bournemouth (1 minute)  

Conference believes:

1. It is a legal requirement for money taken from tenants in the form of a deposit to be placed in a government approved tenancy deposit scheme that protects both tenants and landlords in how that money is returned or deducted.
2. There are three tenancy deposit schemes. In 2013 there was a fourth set up which ended up withdrawing putting students deposits at risk of being returned.
3. The Localism Act 2011 made changes to tenancy deposit protection, tightening up how landlords were required to have deposits protected and requirements to what tenants needed to be provided with in order to be informed about their deposit.

Conference further believes:

1. Since changes from the Localism Act were brought in in 2012, we haven't seen enough improvement in the amount of student tenants both understanding how deposits work and enforcement of action against unfair charges.
2. That anecdotally we have seen landlords and agents move away from taking deposits and instead charging non-refundable admin fees to cover costs of damage which is unfair to students.
3. That where a fee is being taken it is in students best interests for it to be a deposit that is protected in a tenancy deposit scheme, giving tenants protection when it comes to getting their money back.
4. With three different deposit schemes in place it can be difficult for students to find out if their deposit is protected.

Conference resolves:

1. To make the case that despite changes to tenancy deposit protection, many students are still unaware of their rights around protection and need to be empowered to take action where necessary to have their money rightfully returned.
2. To call for better enforcement of action being taken against landlords who fail to place deposits in tenancy deposit schemes.
3. To call for deposit protection to be logged on a national database that makes it easier for students to find out if their deposit is protected.
4. For any national databases to be separated and set up in the nations where required.
5. To develop relationships with tenancy deposit schemes to ensure that their information and services are student friendly and easy to use.
6. For Tenant Activist Training to include information about how tenants can be empowered to use the tenancy deposit scheme to get their money back.
7. To work with tenants unions to ensure that local housing markets respond to examples where landlords do not protect deposits and empower tenants to take action.
Conference believes
1. Fuel bills have risen over 37% since October 2010.
2. The provision of gas, electricity and other domestic fuels is a public good provided by liberalised markets.
3. Students belong to a broader category of consumers who are penalised because of issues with direct debits, landlords and a lack of general market knowledge.
4. Fuel poverty results from having to spend more than 10% of your income on energy and is at near record levels.
5. Students suffering from fuel poverty are at risk of academic failure and social stigma.

Conference further believes
1. Rising energy bills are a barrier to all students homes being fit for study.
2. Firms entering the market and explicitly targeting students with bill-splitting schemes represent a serious risk of mis-selling to students.
3. New rules from Ofgem (the energy regulator) forcing energy companies to use standing charges will hit students who only live in a property for part of the year or try to cut down on their consumption generally.
4. Many landlords insist on controlling students’ energy supplier via their AST, despite this being an unenforceable contractual term.
5. The ever-increasing cost of energy threatens to make living away from home less of an option for many students.
6. Some new and unusual energy companies may reflect students’ needs and lifestyle.

Conference resolves
1. To lobby against Ofgem rules on standing charges alongside the broad consumer movement.
2. To investigate new companies offering bill-splitting services and assess what real service they provide.
3. To run an empowerment campaign to enable students to better use direct debit (the cheapest way of paying for energy) and challenge landlords’ behaviour in this area.
4. To work with companies like Ebico (not for profit) and Co-operative Energy in marketing specific services for student households.

Amendment 501d  Rents

Amendment Action: Add Amendment
Submitted by: University College London Union, University of Sussex Students’ Union, SOAS Students’ union

Speech For: University College London Union (1.5 minutes)
Speech Against: Free (1.5 minutes)
Summation: SOAS Students’ union (1 minute)

Conference further believes
1. The crisis in student housing is related to both the corporatisation of universities and a broader housing crisis.
3. Out-of-control prices and issues like quality of accommodation and facilities are often linked to privatisation or outsourcing of halls.
4. Private accommodation brings similar issues, as well as distinctive ones about contracts, bad landlords, maintenance, etc.

5. The crisis in student housing is related to both the corporatisation of universities and a broader housing crisis: lack of affordable housing, decline of council housing, soaring private rents, cowboy landlords.

Conference resolves
1. Encourage the creation of housing campaign groups as a step towards tenants’ unions on every campus.
2. Develop a charter of demands also including universities acting as guarantors for international students; the abolition of letting agents fees; permanent tenancies; taxing empty and multiple homes; rent controls; a council house-building program.
3. To produce materials on how to organise rent strikes.
4. Encourage the creation of housing campaign groups as a step towards tenants’ unions on every campus.
5. Organise a national campaign on the cost and quality of university accommodation: demand no student in halls pays above £100 a week in London or £80 a week outside.
6. Develop a charter of demands also including universities acting as guarantors for international students; the abolition of letting agents fees; the introduction of permanent tenancies; taxing empty and multiple homes; rent controls; a council house-building program.
7. To produce materials on how to organise rent strikes

Amendment 501e  Cuts to student welfare support
Amendment Action: Add Amendment
Submitted by: Middlesbrough College, Mid-Kent College Students’ Union, Dudley College Students’ Union, Gateshead College Students’ Union

Speech For: Middlesbrough College (1.5 minutes)
Speech Against: Free (1.5 minutes)
Summation: Gateshead College Students’ Union (1 minute)

Conference believes:
1. The government’s unfair cut to welfare support for 18 year-olds in FE colleges means thousands of vulnerable students will be left without access to vital student welfare support.
2. Student housing rent increases year on year, whether students are living in university halls, privatised halls or private rented accommodation. In far too many cases student loans and grants barely cover the cost of accommodation.

Conference further believes:
1. A lack of well-paid part-time work, rising energy, rent costs and increasing travel costs means that many students are forced into taking multiple jobs or working excessive hours, hitting the welfare of students hard.

Conference resolves:
1. To work with trade unions to launch a major campaign to tackle the student cost of living crisis - for reduction in energy bills and travel costs by renationalising these monopolies; for job creation and a living wage; for rent controls to take on rip-off landlords.
2. To organise major campaigns to reduce spiralling university accommodation costs and promote student tenant rights.
3. To fight all cuts facing student welfare services, including the proposed 17.5% cut facing colleges.
Motion 502  Local Public Services
Submitted by: Welfare Zone Committee, Mature and Part Time Committee

Speech For: Welfare Zone Committee (2 minutes)
Speech Against: Free (2 minutes)
Summation: Proposer of last successful amendment (1.5 minutes)

NUS Conference believes:
1. There have been significant cuts to local authority budgets in recent years.
2. The restructuring of the NHS in England has shifted decision-making power to new bodies and individuals.
3. In NUS polling, just 14 per cent of students felt that they could influence local public services in their area, compared to 69 per cent who felt that they should be able to.
4. Services are operating under increasingly tight financial imperatives.
5. Students don’t always believe that they fit into the categories that services are designed to provide for, limiting their access to services.

NUS Conference further believes:
1. Students are a part of their local communities and should be engaged in the design and delivery of local services.
2. Decision-making processes are often opaque and not accessible to students or students’ unions, and students are too often ignored by those making the decisions.
3. Many local authorities have sought to cut costs on things which affect students, including a number who are turning off streetlights for large proportions of the night.
4. As decision-making and service providers become more fragmented, services could become detrimentally inadequate for students, particularly disabled students who have complex health needs.
5. The measures for a health levy for migrants contained within the Immigration Bill would represent a substantial cost for international students coming to the UK which is both immoral and economically imbalanced.
6. 15 years on from the Macpherson Report, there remains a problem with both the perception and reality of institutional racism within the police force. Students’ unions should be able to determine whether and how they wish to engage with their local force in relation to the safety of their students.
7. Public transport is becoming increasingly expensive, and there are often no subsidies available to students.
8. Students on placement who receive support for this are often required to pay for transport costs upfront and there can be a long delay in them being reimbursed.
9. In addition, there is inadequate access to transport in many locations, especially rural areas, and services are often not accessible for disabled students.
10. NUS should create active partnerships with other organisations and bodies to campaign in this area for impact that goes beyond students.
11. Local services should be designed to meet the needs of people who live there. Local authorities should make decisions about students’ and local people’s access to services based not on their mode, place or level of study but on their need and means to pay.
12. All students should have access to services provided by local authorities, but current provision does not always reflect the needs of mature and part time students.

NUS Conference resolves:
1. To reiterate its opposition to the restructure and the backdoor privatisation of the NHS in England and work with key partners to secure a better NHS across the UK in future.
2. To work with those expert organisations already leading on saving the NHS and lend our support to it.
3. To create a manifesto for partnership for students and public services.
4. To produce guidance for students’ unions on how to engage with a range of different decision-makers and service providers on the full range of local service issues including health, transport, crime and policing and waste and recycling.
5. To support efforts to campaign against the switching off of streetlights.
6. To campaign against proposals for a health levy placed on migrants to the UK.
7. To call for automatic GP registration on enrolment.

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3. To create a manifesto for partnership for students and public services.
4. To produce guidance for students’ unions on how to engage with a range of different decision-makers and service providers on the full range of local service issues including health, transport, crime and policing and waste and recycling.
5. To support efforts to campaign against the switching off of streetlights.
6. To campaign against proposals for a health levy placed on migrants to the UK.
7. To call for automatic GP registration on enrolment.
8. To examine the ‘joins’ between community and mental health services provided by universities and colleges, to consider how these could work together more effectively.
9. To acknowledge the nuanced views amongst students and students’ unions regarding the police and whether they should be welcome on campuses and work with the Society and Citizenship zone to support students’ unions who wish to implement ‘Cops off Campus’ policies.
10. To unite in fighting against racism present in all public services.
11. To support students’ unions in trying to get representation on local decision-making bodies which relate to key public services.
12. To lobby for a national transport subsidy to ensure that students can access discounted fares on buses and trains, prioritising groups with more acute needs in relation to transport such as FE and placement students.
13. To support students’ unions in lobbying for their institution to offer loans for placement students who have a delay before receiving reimbursements, as well as transport bursaries for students who receive no support for the placement element of their course.
14. To ensure that work on local public services is inclusive of the Nations.
15. To call for inclusive provision of all local authority services, including sexual health and transport, ensuring all public services are delivered and funded in a way that allows all those who need it to avail themselves of it.

Amendment 502a  Local elections

Amendment Action: Add Amendment
Submitted by: University of Bath Students’ Union

Speech For: University of Bath Students’ Union (1.5 minutes)
Speech Against: Free (1.5 minutes)
Summation: University of Bath Students’ Union (1 minute)

Conference believes:
1. The strength of local public services rely on those in power in Local Authorities to make good decisions, reject cuts and prioritise putting money into areas that help the most vulnerable.
2. Many councillors elected in the last set of local elections stood on platform full of anti-student rhetoric promising to ‘save local areas from ‘studentification’
3. Since then students have been villainised and blamed solely for issues relating to litter, anti-social behaviour, crime and poor upkeep of local neighbourhoods.

Conference further believes:
1. Students are being made a scapegoat for poor decisions and actions in Local Authorities.
2. If students were mobilised to vote they could be a huge swing in local elections, particularly in campus cities.
3. Local democracy outside of elections can also have a huge impact on matters of student welfare through consultations, authority plans and council recommendations.

Conference resolves:
1. To support students’ unions in their efforts to have an impact on local elections in both 2014 and 2015.
2. To mobilise students to vote in local elections and condemn candidates standing on factually incorrect anti-student rhetoric.
3. To help make the case for the importance of sufficient health services, good transport links, rigorous and effective housing regulation and adequate waste management services in local areas and the impact this can have on students.
4. To provide support for students’ unions on understanding cycles of local democracy and how to have an impact, such as through taking part in consultations, lobbying councillors, getting speaking rights at council meetings etc.
Amendment 502b  Defend the NHS
Amendment Action: Add Amendment
Submitted by: Students’ Union Royal Holloway University of London, NUS -Time Committee
Speech For: NUS Mature and Part-Time Committee (1.5 minutes)
Speech Against: Free (1.5 minutes)
Summation: Students’ Union Royal Holloway University of London (1 minute)

Conference believes
1. The fight to defend the NHS continues, including important victories like Save Lewisham Hospital and innovative campaigns like the 4:1 Campaign for guaranteed patient-staff ratios.

Conference resolves
1. Organise a national activist event on defending the NHS and the issues implications for student welfare, working with welfare officers, the 4:1 Campaign, the Students for the NHS network and local campaign groups.
2. In the run to the election, campaign with trade unions for Labour to make clear commitments to reverse cuts, privatisation and outsourcing and rebuild the NHS as a comprehensive public service.

Amendment 502c  Doctor, Doctor, Give me The News’
Amendment Action: Add Amendment
Submitted by: Northumbria Students’ Union
Speech For: Northumbria Students’ Union (1.5 minutes)
Speech Against: Free (1.5 minutes)
Summation: Northumbria Students’ Union (1 minute)

Conference Believes:
1. Personal Extenuating Circumstances (PEC) procedures at HE and FE institutions require the student claiming to provide extensive evidence, applications can be stressful and distressing, often worsening the impact of the illness or other condition causing PEC.
2. Many GPs and other Healthcare providers impose charges for evidence, particularly sick notes for less than seven days and doctor’s letters, charging for evidence may put further stress and strain on students, both mentally and financially.
3. Students may require evidence of illness early in their course, sometimes even before they have had the opportunity to register or meet with a GP in the area.
4. Charges within the NHS should be minimal and only where justified because services are outside the basic NHS package of care and/or to act as a deterrent to frivolous services, neither of which are applicable to charges for evidence.
5. Institutions and healthcare providers should attempt to minimise the impact of PEC applications on students, including where possible moving towards a system where students report PECs through online systems and establishing better links between healthcare providers and institutions.

Conference Resolves:
1. To lobby appropriate bodies, including national and regional NHS representatives, to first cap, then work to eliminate, charges for evidence.
2. To support students’ unions in campaigning against charges by local practitioners.
3. To consult and seek the support of institutions, Healthwatch, The Kings Fund, and other bodies with regards to these objectives.
Motion 511  Stand up to racism

Submitted by: Mid-Kent College Students’ Union, NUS Black Students’ Committee, Middlesex Students’ Union, South and City College Birmingham, SOAS Students’ Union,

Speech For: NUS Black Students’ Committee (2 minutes)
Speech Against: Free (2 minutes)
Summation: Proposer of the last successful amendment (1.5 minutes)

NUS Conference believes:
1. NUS must actively campaign against racism, Islamophobia, anti-Semitism and fascism as these are dangers which threaten the welfare of millions of students.
2. As the cuts bite politicians are increasingly calling for draconian ‘anti-immigration’ policies and whipping up hostility to migrant workers and Black communities in a bid to distract people from the real cause of falling living standards: the government’s austerity agenda.
3. Our campuses are not immune from this racist climate. The Home Office has attempted to deport over 2,500 international students from London Met and the authorities at a Birmingham college attempted to ban Muslim women from their right to choose to wear religious dress. Both of these attacks were only stopped by big campaigns from NUS.
4. The student movement must never give a platform to fascists because fascism seeks to eliminate free, speech, democracy and annihilate its opponents and minorities.
5. The lesson of the 1930s was that the Nazis used violence to gain power and carry out a Holocaust. They slaughtered millions – in the gas chambers and concentration camps – of Jewish people, Eastern Europeans, communists, trade unionists, Romani, LGBT and disabled people.
6. Giving fascists a platform in the student movement destroys the safe spaces our campuses must be for the diverse student population.

NUS Conference resolves:
1. To actively challenge racism, Islamophobia, anti-Semitism and fascism.
2. To reaffirm NUS’ No Platform for Fascists policy and continue to campaign for its full implementation within NUS and all Students’ Unions.
3. Work with Unite Against Fascism and Searchlight to mobilise students to vote in upcoming elections to keep fascists out of power, making our communities safer for students.
4. Reaffirm our support for NUS organising an annual Anti-Racism/Anti-Fascism Conference and providing adequate resources for this work.
5. Join the trade unions (including Unite the Union, Unison, UCU and NUT) in re-affiliating to Unite Against Fascism.
6. Work with trade unions and anti-racist organisations to mark UN Anti-Racism Day with ‘Stand Up To Racism’ events.

Amendment 511a  Fighting the Far Right

Amendment Action: Delete CR 3, CR4 and CR5 in 511 and replace with 511a
Submitted by: Royal Holloway University of London Students Union

Speech For: Royal Holloway University of London Students Union (1.5 minutes)
Speech Against: Free (1.5 minutes)
Summation: Royal Holloway University of London Students Union (1 minute)

Conference believes:
1. While the far right is in disarray, there is no room for complacency.

Conference further believes:
1. The conditions which have fed the far rights' growth are still there:
a. Widespread hostility to migrants, encouraged by a government and press promoting the idea that immigration is a problem;
b. Widespread anti-Muslim racism;
c. Huge cuts and perceptions of a struggle for scarce resources;
d. A Labour Party which has failed to challenge the Tory narrative on immigration and cuts;

2. While Unite Against Fascism is widely discredited for its lack of democracy, its manoeuvring with regard to local campaigns, recent sexual assault scandals and its wider politics, there is a need for a national anti-fascist network.

3. We need an anti-fascist network which;
   a. is genuinely democratic, allowing activists to debate the way forward;
   b. combines mass mobilisation with willingness to confront the far right;
   c. fights for demands to the social demagogy of the far right: black and white, all religions and none, British-born and migrant - unite for jobs, homes and services for all.

Conference resolves:
1. Mobilise for anti-fascists protests and campaigning.
2. Produce dedicated NUS anti-fascist materials including this perspective.
3. Not affiliate to UAF or any national anti-fascist campaign, but as appropriate work with a variety of local and national campaigns.

Motion 512 Childcare for All and Not Just For One

Submitted by: Bexley College Students’ Union, LeSoCo Students’ Union

Speech For: Bexley College Students’ Union (2 minutes)
Speech Against: Free (2 minutes)
Open Contribution: Open (2 x 1.5 minutes)
Summation: LeSoCo Students’ Union (1.5 minutes)

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

Conference Resolves:
1. Further access to funding made available for part-time student parents to contribute to childcare.
2. More funding made available for students parents to contribute to childcare.
3. Allowances to be made for unregistered child-minders (family and friends) to receive payment as incentives for looking after children whilst parents are studying or work placements.
4. Work placements and course learning hours to be combined together to make up the overall course hours as there is also a childcare cost in completing work placements.
5. More support provided to student parents in terms of childcare issues.
Motion 513  A Student living grant and the cost-of-living crisis

Submitted by: SOAS Students’ Union, University of Sussex Students’ Union, Ravensbourne Students’ Union, Students Union University of the Arts

Speech For: SOAS Students’ Union (2 minutes)
Speech Against: Free (2 minutes)
Open Contribution: Open (2 x 1.5 minutes)
Summation: Ravensbourne Students’ Union (1.5 minutes)

Conference believes:
1. That aside from fees, the inadequacy of student grants and maintenance loans provides a significant barrier to accessing higher education and leaves many students living in poverty.
2. That alongside campaigning to reduce student living costs, NUS should be demanding a student grant that is sufficient to live on.
3. That maintenance loans make up a significant part of students' overall debt.
4. That students should be given greater flexibility and choice over when grant payments are made with options for monthly or termly instalments as well as provisions to assist with upfront costs such as deposits and course material costs.
5. That the current system of means-testing based on household income can have a negative impact on the most vulnerable students and that student living grants should be universal.
6. Inadequate maintenance loans mean many students are working excessive hours in part-time jobs which has a detrimental impact on their studies.
7. The current loan system discriminates against students returning to study who had completed academic years under the previous loan system
8. For many years, NUS had a policy of supporting universal living grants.
9. Even leaving aside fees, the student grant goes nowhere covering living costs.
10. Since means testing was introduced, students who are estranged from their parents have suffered unneeded stress and financial hardship as many have had to prove estrangement from their parents. This disproportionately affects already marginalised students, in particular LGBT students and others who suffer from high levels of estrangement.
11. It is better that some students who do not need grants receive them than for thousands of students to excluded from education for fear of poverty, debt and persecution.
12. Money is available to reinstate universal grants – it’s about what society values. We should fight for society to value accessible education.

Conference resolves:
1. To campaign for a universal living grant equivalent to at least £150 a week.
2. To campaign for a flexible grant payment system which gives students choice over their finances and helps to support students with upfront costs.
3. To launch a campaign to reduce the student cost-of-living; reducing and capping rents, cutting course costs and ending hidden fees, ending letting agent fees; transport costs.
4. To campaign for a living grant for FE students, inclusive of those on Foundation.
5. To reinstate its position supporting universal living grants
6. To call for this to be funded through progressive taxation such as an increase in corporation tax.
Motion 514  Mental health – away from awareness, towards action

Submitted by: Students’ Union Bournemouth University

Speech For: Students’ Union Bournemouth University (2 minutes)
Speech Against: Free (2 minutes)
Open Contribution: Open (2 x 1.5 minutes)
Summation: Students’ Union Bournemouth University (1.5 minutes)

Conference Believes:
1. This year the Mental Health Summit brought together for the first time students’ union officers and staff, external mental health and health practitioners, institutional academic and support staff to discuss mental health and how we can improve it for students.

Conference Further Believes:
1. NUS should be striving to create positive change around mental health
2. The Time to Change campaign has been a huge success in changing the rhetoric around mental health and supporting campaigning to move from awareness to action with over 60 students’ unions and institutions signing up in the last year
3. That discussions from the summit provided some exciting suggestions for creating this change

Conference Resolves:
1. To develop ways that mental health support and understanding can be embedded into the structures of students unions by supporting unions to:
   a. Lobby for relevant and appropriate training for all staff
   b. Ensuring that academic policies do not cause undue additional mental distress for students experiencing mental health issues
   c. Ensuring support services and institutional policies are clearly advertised at recruitment and pre-arrival stage and that disclosure of current or previous mental health problems is actively encouraged at application stage
   d. Integrate mental health into the widening participation agenda, both nationally and locally by providing outreach to people who may not have continued in education as a result of their mental health problems and including mental health in OFFA agreements
2. Help students unions to win on achieving well-supported, appropriate services for students, which are responsive to the feedback of students and service users and flexible to students needs both in terms of the type of service (i.e. not a one size fits all, counselling for everyone approach), but also the nature of the service (i.e. number of sessions available, services available in the evenings where possible)
3. Support students unions to develop joined-up approaches across institutions and external services

Motion 515  No More Page 3

Submitted by: University of Manchester Students’ Union

Speech For: University of Manchester Students’ Union (2 minutes)
Speech Against: Free (2 minutes)
Open Contribution: Open (2 x 1.5 minutes)
Summation: University of Manchester Students’ Union (1.5 minutes)

Conference believes:
1. That ‘The Sun’ newspaper has featured woman models as a Page 3 feature since 1969.
2. That sexism is a huge problem on our campuses, as shown by the NUS Hidden Marks report and NUS That’s What She Said report.
3. That the ‘Page 3’ feature represents the regressive objectification of women in the media, and perpetuates rigid gender stereotypes of women.

4. That the individual right of a woman to participate in Page 3 or equivalents, does not extend to a company’s right to use such images to sell products, or a right to have these images on our campuses.

Conference Further Believes:
1. That publications such as The Star, The Daily Sport, and “lads-mags” are just as bad as The Sun
2. That so-called ‘institutions’ such as Page 3 also perpetuate outdated societal expectations of men

Conference Resolves:
1. NUS should be at the forefront of the fight against sexism on our campuses.
2. That NUS should support Students’ Unions that wish to boycott The Sun
NUS should write a basic ‘No More Page 3’ motion template that all Students’ Unions can adapt and use in their democratic forums.

Motion 516 Condemn “Student Rights” and Support Islamophobia Awareness

Submitted by: SOAS Students’ Union, Birkbeck Students’ Union

Speech For: SOAS Students’ Union (2 minutes)
Speech Against: Free (2 minutes)
Open Contribution: Open (2 x 1.5 minutes)
Summation: Birkbeck Students’ Union (1.5 minutes)

Conference believes:
1. That Student Rights is an organisation claiming to support ‘freedom from extremism’ [1]* on UK university campuses and mostly criticises speakers it sees as ‘extremists’ who have been invited by Islamic and Palestinian societies [2, 23], but has in the past expressed opposition to student union ‘no-platform’ policy for the BNP [3] though it has since stated that its policy has changed and it now supports no platform for fascists.

2. That Student Rights was established in 2009 as a reaction to what it calls ‘increasing political extremism’ [1] on campus – which director Raheem Kassam is reported to have said is a reference to a wave of peaceful occupations that took place on UK campuses to protest Israel’s bombing of Gaza in Operation Cast Lead [2].

3. That Student Rights’ Director Raheem Kassam was also the Executive Director of the right-wing website, The Commentator, until recently [4] – known for publishing articles such as this [5]. He is the founder of Trending Central [6], another right-wing “news” website, and has held various positions in the controversial neoconservative think tank The Henry Jackson Society [7]. Press reports that he was setting up a UK arm of the Tea Party have so far failed to materialise [8].

4. That Student Rights has only recently confirmed that it is a project of The Henry Jackson Society – a neoconservative think tank whose associate director, Douglas Murray, has argued that “conditions for Muslims in Europe must be made harder across the board” and “all immigration into Europe from Muslim countries must stop” [9] – but is not transparent about its origins or funding on its website or materials.

5. That Student Rights’ most recent report on gender segregation [10], focusing on Islamic society events, has been described as deeply flawed in its methodology [11], and failed in almost every case to determine whether segregation was enforced or if people were voluntarily choosing to sit where they want to, and presented the phenomenon as ‘part of a wider, discriminatory trend’ on campuses [10, p. 17] which resulted in headlines in the mainstream media associating gender segregation with ‘extremism’ [12].

6. That the Institute of Race Relations has noted with concern [13] that Student Rights’ work and reporting has been used by far-right groups to target a Muslim student event [14] which led to reported threats of violence and the event subsequently having to be cancelled by the university [15].
7. That LSE, Goldsmith’s, Birkbeck, Kingston and UCL Student Unions have voted in favour of condemning Student Rights for its overwhelming focus on Muslim students, the way its approach tends to bypass students themselves and its lack of transparency about its links to The Henry Jackson Society (16, 17, 18, 19).

8. That NUS President 2011-13, Liam Burns said that we need to “challenge the right wing bile that is spouted by groups like Student Rights and people like Douglas Murray”; and that NUS VP Welfare 2012-13, Pete Mercer, condemned Student Rights’ approach as a “witch-hunt” [20].

9. That the grassroots student campaign ‘Real Student Rights’ which aims to expose and oppose Student Rights is supported by NUS Black Students Officer (2013-14) Aaron Kiely; ULU Black Students Officer (2013-14) Maham Hashmi-Khan; NUS VP Welfare Officers for 2012-13 and 2013-14 Pete Mercer and Colum McGuire; and ULU President (2012-14) Michael Chessum among others [21].

10. That due to the activities of groups like Student Rights, some Muslim students are often left feeling that university staff and even fellow students are insufficiently supportive of their rights on campus which is detrimental to their university experience as individuals and to universities as a whole in terms of equal political participation, good campus relations and cohesion in the student body.

Conference further believes:

1. That the claims Student Rights makes to the press have often been sensationalist and misleading, designed to grab alarmist headlines about so-called ‘extremism’ on campus, regardless of the impact on students; and Student Rights’ director Raheem Kassam – who called students who voted for the ‘Real Student Rights’ motion in SU’s voicing concerns about his organisation ‘fools’ – continues to show disdain for students [22].

2. That whether intentional or not, it is deeply damaging that Student Rights’ approach – which tends to bypass students themselves – should lead to a situation in which far-right groups come onto a campus, creating a climate in which students feel persecuted and threatened and potentially endangering students’ welfare.

3. That Student Rights’ activities fuel Islamophobia, by disproportionately and unfairly targeting Muslim students, contributing to their marginalisation and ostracisation, damaging campus cohesion and feeding into a growing trend of Islamophobic discourse in wider society which should always be challenged.

4. That sexism, racism and homophobia are problems not confined to certain sectors of society and should, like all forms of discrimination, be challenged and opposed without contributing to the marginalisation of particular groups.

5. That Student Rights legitimacy is wholly questionable given its limited or non-existent links to actual students, inconsistency on the issue of no-platform policies, creation in reaction to peaceful pro-Palestinian activism, and in particular its lack of transparency about its origins, funding, and links to The Henry Jackson Society – a think tank which has been widely criticised for comments made by its staff perceived to be Islamophobic [9].

6. That it is not the place of any external organisation – particularly one as non-transparent and dubiously connected as Student Rights – to undermine Student Unions’ autonomy or interfere with co-operation between the union and university in their work to ensure that pre-existing guidelines regarding external speakers are followed.

Conference Resolves:

1. The NUS Officer to release a public statement/open letter addressed to Student Rights criticising their lack of transparency, sensationalism, divisive and counter-productive activities and disproportionate preoccupation with Muslim students and calling on them to drastically change their approach and mentality. The statement should also outline NUS’ commitment to challenging Islamophobia along with all other forms of prejudice and discrimination.

2. The NUS Officer to write to the university Student Unions, making explicit students' concerns about the effect Student Rights' activities have on students' welfare, campus cohesion and freedom of speech on campus, as well as re-iterating the union’s desire to maintain its autonomy in determining guidelines on external speakers in co-operation with relevant stakeholders such as the university, without undue outside interference.

3. The NUS Officer to maintain ongoing communication and to report back to the NUS on any developments including asking the Student Union’s to inform NUS of any attempts by Student Rights to lobby them regarding any student groups’ activities.

4. To circulate the ‘Real Student Rights’ petition via email / social media.

5. To write to the UUK and AOC, making explicit our concerns about the group Student Rights, and the effect that its activities have on students welfare, campus cohesion and on freedom of speech on campus as well as
re-iterating the NUS policy of opposing and disallowing any form of hate speech on campus and its desire to maintain its autonomy in determining the boundaries of this remit without outside interference.

6. To encourage students unions, university management and university press offices to both resist unfair targeting of Muslim students, their events and political campaigns and encourage them to publicly condemn Islamophobia, Student Rights and any similar groups to the press when individuals students or their Muslim student population as a whole is unfairly singled out or targeted

* Where there is a number in brackets e.g. [1] there is a footnote which has not been outlined here but the version with the footnotes is available on request

**Motion 517 A New EMA**

Submitted by: National Executive Council, Mid Kent College Students’ Union, Dudley College Students’ Union, Belfast Met SU, NUS Black Students’ Committee, Gateshead College Students’ Union

Speech For: National Executive Council (2 minutes)
Speech Against: Free (2 minutes)
Open Contribution: Open (2 x 1.5 minutes)
Summation: NUS Black Students Committee (1.5 minutes)

**Conference believes:**

1. That the EMA in England was abolished by the Coalition Government in the 2010 spending review, despite widespread opposition and clear evidence of its impact on participation, retention, and attainment
2. That the decision was based on a flawed reading of one research report, and which the author said was the wrong conclusion to take from his work
3. That the EMA in England was replaced by the discretionary 16-19 Bursary Fund, with a total budget of £180m, only a third the size of the EMA budget
4. That duty on local authorities to ensure adequate transport in order for those aged 16-19 to access FE is routinely ignored
5. That research by Barnardo’s has found that the 16-19 Bursary Fund is inadequate to meet the needs of learners and has created a ‘postcode lottery’ of support around the country
6. That the EMA has been retained in the three devolved nations, though with each making different policy changes over time
7. That the participation age will rise to 18 by 2015 – which will mean a need for more support, not less

**Conference further believes:**

1. That an entitlement-based scheme for learners in FE is the fairest means of distributing resources
2. That the EMA system previously in place was imperfect and did not adequately take into account the needs of learners with larger families, or changing circumstances
3. That the £30 maximum rate of EMA was never increased over its lifetime and as it lost value it blunted the effectiveness of EMA
4. That simply restoring EMA without reform would be to miss an important opportunity to address its flaws
5. That any new scheme should retain a small discretionary fund for hardship and unexpected costs, as was the case prior to 2010
6. With the general election just one year away, it is vital that NUS builds a movement to press politicians to commit to bring back a weekly grant for students in Further Education.

**Conference resolves:**

1. To campaign for an EMA replacement that restores an entitlement to learners but addresses the flaws in the original scheme and to make it a major priority to press MPs and political parties to commit to ahead of the General Election.
2. To ensure that any proposed scheme remains as simple as possible to understand and administer
3. To make the case through our campaign that a new EMA is not simply an incentive scheme but a necessary means of support for learners in FE
4. To empower FE unions to make the case on a local level
5. To consider how the scope of a new EMA can be extended to learners older than 19
6. To continue to defend EMA in the nations and build a campaign for improvements in levels of financial support to students.

**Motion 518  International Students**

Submitted by:  University of Manchester Students’ Union

Speech For:  University of Manchester Students’ Union (2 minutes)
Speech Against:  Free (2 minutes)
Open Contribution:  Open (2 x 1.5 minutes)
Summation:  University of Manchester Students’ Union (1.5 minutes)

**Conference Believes:**
1. That education is a right to everyone, regardless of nationality.
2. That this government is using international students as a scapegoat to meet racist immigration targets.
3. That this government, as well as many of our institutions, treat international students as cash cows.
4. That international students have the right to work in the UK.
5. That international students should be treated with respect, and all monitoring should be low-impact.

**Conferences Resolves:**
1. That University fees for international students should be fixed.
2. That international students should not be charged for using the NHS.
3. NUS should run a campaign highlighting the non-economic benefits of having international students on our campuses bring.
4. For now, Universities should minimise the impact of UKBA by putting in place non-invasive monitoring, integrated with ordinary attendance procedures to comply with regulations.
5. NUS should campaign for UKBA to cease systematic monitoring of overseas students at all Universities and focus on institutions where there has been evidence of incompetence.
6. The government should abandon the plans of monitoring students through landlords.
7. The NUS should campaign to bring back post-study Visas for international students.

**Motion 519  Drugs off campus**

Submitted by:  Coleg Gwent Students’ Union

Speech For:  Coleg Gwent Students’ Union (2 minutes)
Speech Against:  Free (2 minutes)
Open Contribution:  Open (2 x 1.5 minutes)
Summation:  Coleg Gwent Students’ Union (1.5 minutes)

**Conference believes:**
1. Drugs are a serious issue within the UK and on campuses regardless to what “class” drug it maybe
2. Drugs are being used by people of all ages
3. With government cutting funding to organisations, help and support is fading away
4. Students have a lack of knowledge and understanding of the affects drugs use. Both during drug use and after.

**Conference further believes:**
1. More people will be affected by the miss use of taking drugs over the next coming years.
2. Unions around the UK have very little support in dealing with drug issues on campuses
3. Unions have a duty and care to help students who could or may have a problem with the use of drugs
4. Unions across the UK needs to have full guidance, advice and help when dealing with issues regarding drugs
Conference resolves:

1. NUS Welfare should work with drug support groups to help support unions with raising awareness throughout Wales, England, Scotland and Ireland.
2. NUS Welfare to hold boot camps to help unions on tackling drug use on campuses while working with organisations within Wales, England, Scotland and Ireland.
3. NUS to make tackling drugs on campus a priority for the next coming year.

Motion 520  Access without support is not opportunity

Submitted by: University of Bristol Union, University of Bath Students Union,

Speech For: University of Bristol Union (2 minutes)
Speech Against: Free (2 minutes)
Open Contribution: Open (2 x 1.5 minutes)
Summation: University of Bath Students Union (1.5 minutes)

Conference believes:

1. Our discourse around Higher Education funding and student debt is focused on tuition fees, not on student financial support.
2. NUS’s 2012 Priority campaign was the ‘Pound in your Pocket’ survey.
3. Similar surveys are being conducted this year in Wales and Northern Ireland.
4. None of the 2012 priority campaign activity has yet translated into a sustained nationwide campaign on student financial support.
5. This year, the Scottish Government committed to above-inflation rises in student financial support. Other nations have yet to see the same.
6. Universities are increasingly exploring removing some institutional financial support to invest in outreach activity, and OFFA (the Office for Fair Access) appears to be encouraging them to do so.
7. Universities with strong records on access cannot possibly afford to offer all of their students the amount of support they really need.
8. The Access to Learning Fund is an emergency and discretionary hardship fund to provide local support to those students in the direst financial need and from the most vulnerable groups.
9. The Access to Learning Fund stood at £37m this year and faces uncertainty over its existence for next year and in the future in its current form.

Conference further believes:

1. Student financial support is a key priority for our Higher Education campaign if we are serious about wanting students to stay in education, succeed, and thrive.
2. Student financial support is equally as important as how university tuition is funded.
3. No condemnation of the current system of Higher Education funding is complete without critiquing the shoddy state of student financial support.
4. No discussion of student debt is complete without acknowledging the burden of maintenance loans.
5. It is the responsibility of national governments, not just our institutions, to ensure that students in Higher Education have the necessary financial support to succeed.

Conference Resolves:

1. To make fairer, better funded student financial support a key ‘ask’ in the 2015 General Election campaign, alongside similar calls for students in Further Education.
2. To conduct further national research on the impact of financial hardship on students’ attainment, extra-curricular participation, and prospects after graduation.
3. To continue to fight for student bursaries, but to acknowledge that in properly-funded governments system of student financial support, universities could focus on more targeted support and outreach.
4. To extend this call for fairer and better funded financial support to students in postgraduate study, not just those students who currently receive support.
5. To campaign for reinstatement of any cuts to both Students Opportunities Fund and Access to Learning Fund.
6. To lobby for ring-fenced funding of hardship funds.

Motion 521  Students and HIV/AIDS

Submitted by: NUS LGBT Committee

Speech For: NUS LGBT Committee (2 minutes)
Speech Against: Free (2 minutes)
Open Contribution: Open (2 x 1.5 minutes)
Summation: NUS LGBT Committee (1.5 minutes)

Conference Believes:
1. That HIV/AIDS exists, almost 100,000 people are HIV+ in the UK, and people of all gender identities and sexual orientations are affected.
2. For too long HIV/AIDS has been seen as a Gay mans issue, and that recently, even within this community; campaigning, awareness and action against the spread of the virus has decreased.
3. That stigma around HIV+ people is rife.
4. That testing for HIV is just a part of a full sexual health screening.
5. That HIV denialist exist, and that conspiracy films such as “House of Numbers” have no place on our campuses.

Conference Further Believes:
1. According to the National AIDS Trust (2012) 48% of people living with HIV were probably exposed via Heterosexual Contact, while 43% were men who have sex with men.
2. 33% of HIV+ people in the UK are Women.
3. Black African, Caribbean and Asian people make up 48% of people living with HIV, yet are less than 10% of the UK population.

Conference Resolves:
1. To champion HIV testing, research and campaigning outside of the LGBT community
2. For the Welfare Zone and others to create relevant resources for events such as World AIDS Day which will be promoted to all SUs and not just the LGBT Societies.
3. To denounce HIV denialist propaganda and conspiracy theories which spread stigma and mistruths about HIV+ people.
4. To actively work with NUS USI on their campaign to lift the blanket life time blood donation ban on MSM.

Motion 522  Care leavers in education

Submitted by: Students’ Association University of West of Scotland

Speech For: Students’ Association University of West of Scotland (2 minutes)
Speech Against: Free (2 minutes)
Open Contribution: Open (2 x 1.5 minutes)
Summation: Students’ Association University of West of Scotland (1.5 minutes)

Conference believes:
1. Children and Young People who have been looked after (“in care”) are more likely to see the inside of a prison than the inside of a university.
2. The Scottish Government recently passed the Children & Young People Bill which includes for the first time a “Right of Return” for looked after young people to return to their care placement to the age of 21, providing parity with their non-looked after peers.

3. As of 24th broken down as follows: England – 73, Scotland – 9, NI – 1 and all 8 of the Universities in Wales. Many colleges have recently achieved or are working towards the Buttle Quality mark for colleges which was introduced in 2012.

4. The Who Cares? Trust has produced an HE handbook for care leavers, a guide which sets out exactly what universities and colleges across England and Scotland offer care-experienced students. As an example of best practice, Glasgow Caledonian University offers free 52 week accommodation to students coming from a looked-after background.

5. The care leavers grant provided by the Student Awards Agency for Scotland (SAAS) has been claimed 7 times in the last 8 years.

6. Buttle UK has been working closely with the Scottish Funding Council to embed the principles of the Buttle Quality mark into Outcome agreements.

**Conference further believes:**
1. Looked after children face serious disruption in their education due to frequent moves.
2. Staff at our institutions are passionate about supporting care-experienced students but lack clear guidance on how best to do this.
3. If Glasgow Caledonian University can offer free 52 week accommodation to care-experienced students then so can Oxford University.
4. Education changes lives. OECD data indicates that life expectancy is strongly associated with education.
5. The Buttle Quality Mark provides a framework to improve and accredit support for Looked After Children and Care Leavers. This kind of support must become the statutory responsibility of our Universities and Colleges.
6. It is vital that NUS develops understanding of where people with care experience sit within our liberation campaigns.

**Conference resolves:**
1. For the Vice-President HE and Vice-President Welfare to work with The Who Cares? Trust and ensure that all HE institutions in the UK are represented in future editions of the HE handbook.
2. NUS to collaborate with Buttle UK on promoting the Buttle Quality mark to all UK colleges and universities.
3. NUS to lobby all relevant funding bodies to embed statutory support for care leavers.
4. NUS to research and work to better the lives of care leavers across the UK. February 2014 there are 91 Universities in the UK with the Buttle Quality Mark.

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**Motion 523 Segregation on campus**

Submitted by: Birkbeck Students’ Union

Speech For: Birkbeck Students’ Union (2 minutes)
Speech Against: Free (2 minutes)
Open Contribution: Open (2 x 1.5 minutes)
Summation: Birkbeck Students’ Union (1.5 minutes)

**Conference Believes:**
1. UUK supported the idea of allowing the segregation of students both at events and in lectures/tutorials, stating in their guidance to universities that “segregated seated (on gender expression) would be allowed if requested by speakers.
2. This caused calls for clarity from the government and condemnation from the Labour spokesperson, stating that Labour “would legislate against it”

**Conference further believes:**
1. The hubble-bubble seems to have died away, however, the student body in the UK needs to take a clear and decisive position on this idea and proposal
2. There is a clear difference between self-organised representation and student or staff organisation on campuses and the delivery of events, teaching and research seminars.

3. The Equality Act 2010 is specifically disapplied on many areas that ordinarily cover protected characteristics in the delivery of and challenging of academia.

**Conference resolves:**
1. To oppose the guidance from UUK as issued in December 2013 as outlined in CB 1
2. Endorse the policy that delivery of and access to higher education and research, whether in public universities or the private sector, must be based on equality and the principles of the Equality Act (which does not prevent positive action and lawful discrimination to ensure widening access)
3. To back Chuka Umma’s call for legislation to block such proposals from UUK

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**Motion 524 Social Security Assessments**

Submitted by: Canterbury College Students’ Union

Speech For: Canterbury College Students’ Union (2 minutes)

Open Contribution: Open (2 x 1.5 minutes)

Speech Against: Free (2 minutes)

Summation: Canterbury College Students’ Union (1.5 minutes)

**Conference believes:**
1. The recent changes in welfare have seen the introduction of the employment and support allowance (ESA) and personal independence payments (PIP)
2. Consequently, new forms of assessment have been introduced to judge whether disabled people qualify for these benefits
3. The reforms are designed to reduce the overall cost of benefits by reducing entitlement or removing it altogether
4. The system generates high numbers of appeals, wasting the time and money of both the claimant and the authorities
5. That NUS’ report Life, Not Numbers showed how difficult it can be for disabled students to navigate the myriad systems of support and their related assessment processes

**Conference further believes:**
1. That the current benefit assessments and the principles which underpin them are based on the medical model, not the social model, which leads inevitably to poor decisions
2. That over-reliance on computers to make decisions about claimants should not be the basis of assessments.
3. Assessments should be co-produced with the claimant, whereas the current assessments are both impersonal and mechanistic
4. That a more sensible system would include an ‘indicative decision’ stage which would allow a claimant to submit more evidence to support their claim if necessary, rather than rely on full appeals
5. Assessments are too narrow in focus and should take a holistic view of claimant’s lives, enabling access to other appropriate support and reduce the need for multiple applications

**Conference resolves:**
1. To reject the current forms of assessment for disabled people’s benefits as entirely inadequate
2. To campaign, along with partner organisations, for a better assessment process
3. To demand any new assessment process operates along the principles outlined above. Above all relying on the social model of disability.
Zone | AGM

Challenge to the Estimates

Motion 601    NUS London Full Time Officer

Submitted by: Central School of Speech and Drama Students’ Union, City University London Students Union, University College London Union,

Speech For: Central School of Speech and Drama Students’ Union, (2 minutes)
Speech Against: Free (2 minutes)
Summation: City University London Students Union, (1.5 minutes)

Conference believes
1. The National Executive Council has recognised London as an Area, giving it autonomous existence under Rule 2000, with a conference, council, executive and a number of officer roles.
2. London is a city of 800,000 students – making it the biggest student city in the world.
3. Students in London face a huge range of unique and acute problems including appalling housing conditions, poverty, discrimination and oppression, threats to international students, institutional instability and access.
4. There is a clear case for NUS London to exist in relation to the London Assembly, the Mayor of London and Borough Councils.
5. Any sustainable model of representation for students in London will require funding. At present we are budgeted to make a surplus of £36,433 next year.

Conference further believes
1. As well as its high density of students with particular and acute issues, London is also home to a large number of small and specialist unions and undeveloped FE unions. The role of a full-time Area Convenor will significantly enhance engagement with this area of our membership.
2. The creation of NUS London as a fully-fledged entity will give London unions direct support, leaving NUS HQ freer to support unions outside of London.
3. Having at least one full time officer for NUS London in its first year of operation will allow the Area to move further and faster towards expansion and financial autonomy in future years.

Conference resolves
1. To reallocate a sufficient sum from the budgeted surplus to fund one full-time officer at the normal London-based rate. (This is a salary of £23,164, costing £27,805 inclusive of employer contributions).
2. To continue to give support to NUS London.

AGM Motions

Motion 701    Fair Representation on NUS Committees

Submitted by: NUS Woman Committee

Speech For: NUS Woman’s Committee (2 minutes)
Speech Against: Property of DPC (2 minutes)
Summation: Proposer of last successful amendment (1.5 minutes)
Conference Believes:
1. That despite women making up 56% of further and higher education students, when it comes to positions of power and steering the movement, women make up just over 1/3 of Presidents.
2. Only 20% of University professors are women and 14% of University Vice Chancellors are women.
3. Less than half (41%) of College Principals in England are women (Women’s Leadership Network 2013).
4. Women’s representation in the House of Commons sits at 22% and the UK ranks 57th in the world for women’s representation in parliament.
5. Black, LGBT and Disabled women in particular are even more underrepresented in the student movement and wider society.

Conference Further Believes:
1. That in order for NUS to be taken seriously as a democratic membership organisation it is important for our democratic legitimacy that our structures and decision makers reflect the membership that we seek to represent.
2. We must have the right approach to tackling the problem; we know from experience and research that this means we have to do three things: cultural change (e.g. tackling lad culture), individual capacity building (public speaking training, confidence building etc) and reserved places for women in democratic and decision making structures. In order to achieve long term change and eliminate the inequality women face in relation to power and decision making we need to do not one or two of these approaches, but all three together.
3. That reserving places for women is important for increasing the quantity and diversity of women who run for election, in particular black, LGBT and disabled women.
4. That NUS Wales have reserved places for women on their committees since 2008, and this has had a clear visible impact on the quantity and diversity of women running for election.
5. That NUS UK has made Women in Leadership an organisational priority for the year 2013/2014 working to tackle the capacity building and cultural change aspects of women’s underrepresentation in NUS, however we don’t have fair representation for self defining women embedded in our own structures.
6. That the NUS Women’s Campaign has been mandated by policy from Student Unions to introduce reserved places for self defining women on decision making bodies in NUS UK.

Conference Resolves:
1. To include reserved places for self defining women on each NUS committee; add at the end of 801c "and when the block is counted the RO will cause, if sufficient candidates have stood, at least 50% of the places (rounded down) to be allocated to self defining women”
2. Delete rule 104 and replace with "Each of the five zones shall elect one member of the National Executive Council, and in the event that the previously elected Vice President is not a self defining woman this position shall be reserved for a self defining woman”
3. Insert at end of rule 105 “save that said procedure will ensure that at least one of the members of the National Executive Council is a self defining woman”
4. Delete rule 103 and replace with "The fifteen individual members shall be elected in a block STV ballot at National Conference, at least five of whom must be members designated as further education members and at least seven of which must be self defining women, counted in accordance with regulations set from time to time by the Chief Returning Officer”

Motion 702 Fair Representation on NUS Conference delegations
Submitted by: Liverpool Hope Students Union, Cornwall College Students Union, Hull University Union, University of Leicester Students’ Union, Canterbury College Students Union, LeSoCo Students’ Union, Bexley College Students Union, University of Bristol Union, Leeds Trinity Students Union, University of Manchester Students’ Union
Speech For: University of Manchester Students’ Union (2 minutes)
Speech Against: Property of DPC (2 minutes)
Summation: Cornwall College Students Union (1.5 minutes)
Conference Believes:
1. Over 50% of students in Further and Higher Education are women yet women students continue to be underrepresented at all levels of the student movement from Students’ Union Executive Teams to NUS National Conference floor.
2. This year, the student movement has made concerted and widespread efforts to tackle the underrepresentation of women in the student movement.
3. Tackling this under-representation is vital to ensuring that the views and needs of women students are taken seriously by NUS.
4. Ensuring that at least 50% of NUS National Conference floor is made up of women students is a key next step to ensuring fair representation of women within the student movement.
5. National Conference is the sovereign decision-making body of the National Union of Students – and should be representative of the students it represents.
6. NUS Wales Conference has reserved 50% of delegate places for Women since 2009.

Conference Resolves:
1. Insert rule 333 “All delegations to National Conference must include at least 50% women, rounded down. Where a union is only entitled to send one delegate and that delegate is not a woman, the union’s free observer place must be taken by a woman”
2. To support Students’ Unions throughout Further and Higher Education to encourage and support women to stand in delegate and officer elections.

Motion 703 Nominations for the VP Further Education and VP Higher Education

Submitted by: Cornwall College Students Union, Stanmore College Students Union, Canterbury College Students Union, Leicester College Students Union, Bexley College Students Union, LeSoCo Students Union

Speech For: Stanmore College Students Union (2 minutes)
Speech Against: Property of DPC (2 minutes)
Summation: Leicester College Students Union (1.5 minutes)

Conference Further Believes:
1. The Vice President (Further Education) and Vice President (Higher Education) positions currently form a part of the NUS full-time officer team.
2. The Vice President (Further Education) and Vice President (Higher Education) are advocates on issues that affect the educational experience of students within further and higher education. Representing students to the education sector, government ministers, national and local media and the national and international communities.
3. The delegates who can vote in the Vice President (Further Education) election must be further education members of National Conference.
4. The delegates who can vote in the Vice President (Higher Education) election must be higher education members of National Conference.
5. That the positions of Vice President (Further Education) and Vice President (Higher Education) are made more credible by the fact that they are elected solely by delegates who come from the sector that these positions represent.

Conference Further Believes:
1. Currently the election rules allow candidates in the Vice President (Further Education) and Vice President (Higher Education) elections to be nominated by students who would be ineligible to vote for these positions at National Conference as delegates, due to their place of study or chosen course.
2. That this loophole has led to some candidates in Vice President (Further Education) elections over many years to be nominated by higher education students at universities, who are not represented by the Vice President (Further Education), nor have the right to vote in the Vice President (Further Education) election as delegates.

3. That we should ensure candidates in the Vice President (Further Education) and Vice President (Higher Education) elections are nominated by students who come from the respective sectors that these positions represent.

Conference resolves:
1. To add Rule 628a (Nominations) "Candidates for the Vice President (Further Education) position may only be nominated by individual members of NUS who are individual members under article 16.2 or 16.4, or by individual members under article 16.1 or 16.3 if they are in particular a student or sabbatical officer at a further education constituent member, or a student studying a further education course at a higher education constituent member. Candidates for the Vice President (Higher Education) position may only be nominated by individual members of NUS who are individual members under article 16.2 or 16.4, or by individual members under article 16.1 or 16.3 if they are in particular a student or sabbatical officer at a higher education constituent member, or a student studying a higher education course at a further education constituent member."

Motion 704   Motions and Legal Risk

Submitted by: Democratic Procedures Committee
Speech For: Democratic Procedures Committee (2 minutes)
Speech Against: Free (2 minutes)
Summation: Democratic Procedures Committee (1.5 minutes)

Conference Believes
1. That some legal risk is attached to the publication, debate and resolution of motions mentioning individuals and companies
2. Students should be free in our structures to debate issues and DPC and its delegated bodies must protect this
3. We also have a duty to protect NUS from legal challenge

Conference Resolves
1. To require, in regulations surrounding motion submission, that any motion submitted to a democratic body must include robust evidence, contain verifiable quotes and is not defamatory if it:
   a. makes a judgment about or includes a view on an individual, or
   b. makes a judgment about or includes a view on an external organisation or company.
2. If in the view of the DPC any text breaches this requirement in the first instance it will work with the submitter to reword the motion to meet the requirement
3. In the event that agreement cannot be reached the DPC will reserve the right to rule the text out of order in line with rule 414
4. Any body with powers devolved to it by the DPC is required to operate procedures to this end
5. To continue to explore the way in which legal protections may be developed for NUS and students’ unions to allow free debate on matters of common concerns without fear of or reducing legal risk

Motion 705   Affiliation Fees

Submitted by: Central School of Speech and Drama Students’ Union, Norwich University of the Arts, Gateshead College SU, Keele Students’ Union, SU Arts, Edinburgh College Students Union
Speech For: Norwich University of the Arts (2 minutes)
Open Contribution: Open (2 x 1.5 minutes)
Speech Against: Free (2 minutes)
Summation: Keele Students’ Union (1.5 minutes)
Conference believes:
1. That students’ unions are facing financial pressures and that budgets are tight.
2. That costs associated with NUS membership and participation can make up a substantial part of SU budgets.
3. That NUS charges participation fees for a number of democratic events, including ones which elect members to the National Executive Council.
4. That NUS is pursuing a strategy of reducing affiliation fees.
5. That affiliation fees are lower for unions with less money.

Conference further believes:
1. That participation fees are to affiliation fees what hidden course costs are to tuition fees.
2. That no union should be prevented from participation in NUS Democracy for financial reasons.
3. That while affiliation fees are not ideal, they are more progressive than participation fees.

Conference resolves:
1. That NUS will not cut affiliation fees in real terms until all participation fees for democratic events are abolished.

Motion 706 Changing how the International Students Campaign fits within NUS

Submitted by: NUS International Students Committee
Speech For: NUS International Students Committee (2 minutes)
Speech Against: Property of DPC (2 minutes)
Summation: NUS International Students Committee (1.5 minutes)

Conference Believes
1. That international students face systematic discrimination because of xenophobia and a growing anti-immigration sentiment in the UK should be noted as an important concern for NUS.
2. That NUS needs to reconsider how the international students campaign and the international students officer fits within NUS politically.

Further Believes
1. That resource should be put into sections conferences and training days to bring them in line with other NUS events such as zones and summer training.
2. That the International Students Campaign should be considered more as a zone within NUS’ structure.

Conference Resolves
1. Amend 901 to read “The work of each section, except for the International Students Campaign, shall come directly under the remit of and control of the Convenor of a Zone, which shall be allocated by the President. Each student section shall report regularly to its Zone, except for the International Students Campaign which will report to National Conference. The student section shall have the right to report directly to National Conference, as required in these rules and as required by resolution of its own committee and conference.”
2. Insert 927 “If NUS Scotland, UCMU/Wales or NUS-USI elect an International Students Officer for that nation—those officers will be full members of the committee and the sole representative of international students for that nation.”
Motion 707  Improve NUS’ ability to champion equality & diversity issues

Submitted by: LSE Students Union
Speech For: LSE Students Union (2 minutes)
Speech Against: Property of DPC (2 minutes)
Summation: LSE Students Union (1.5 minutes)

Conference Believes:
1. Equality, diversity and opportunity sit at the heart of any progressive movement.

Conference Resolves:
2. To adopt the following rules:

2200 NUS has a wide and diverse population of members and this very diversity is one of the NUS’ greatest strengths. It is essential that equality of opportunity and the absence of unfair discrimination be at the core of all of NUS’ activities.

2201 The Equality and Diversity Rules should be read in conjunction with, and follow on from, Article 6 in NUS’ Articles of Associate, which reads:

"6. In pursuance of these objects, the National Union will not tolerate, and shall seek to eradicate, discrimination on the basis of race, sex, sexual orientation, disability, ethnic origin, religion, age, nationality, caring responsibility status, creed or gender identity, and will be independent of any party political organisation or religious body; but positive action in favour of any disadvantaged section of society shall be allowed."

2203 Definition
2204 NUS’ definition of equality is rooted in, but goes beyond NUS’ legal obligations under the Equality Act 2010.
2205 NUS’ definition takes into account all the protected characteristics under the Equality Act (age, disability, gender reassignment marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, and sexual orientation) as well as other key aspects of equality such as the full range of gender identities, socio-economic background, and caring responsibility status.
2206 The list of characteristics outlined in the definition is by no means exhaustive and should not be considered so.
2207 NUS recognises that individual members may face intersecting, multiple forms of discrimination, including but not limited to anti-Semitism, Islamophobia, and all forms of racism.
2208 NUS recognises that individuals alleging discrimination have the right to define their oppression and any hate crime and or incident as perceived by them as the victim.
2209 NUS recognises that individuals also have the right to define themselves according to their religious, national, ethnic or cultural identity.

2210 Grievance and Disciplinary
2211 A complaint from a member, volunteer or fulltime officer of NUS against a member, volunteer or fulltime officer arising from alleged discrimination should be brought under NUS’ Complaints Procedure.
2212 All acts of discrimination will be treated as a disciplinary offence and will be dealt with under NUS’ Code of Conduct.
2213 Commitment to promoting and ensuring equality and diversity is upheld and where necessary, formalised within the structure of NUS.
2214 NUS is committed to go beyond legal compliance and empower members to act positively and equitably by creating and maintaining an environment where equality of opportunity is promoted.
2215 NUS is committed to promoting and developing equality of opportunity in all its functions and will seek to do this by:
   a. Communicating its commitment to equality and diversity to all members
   b. Communicating where responsibility lies for equality issues
   c. Providing training where appropriate, and briefings for members
   d. Treating acts of discrimination as a disciplinary offence through NUS’ Code of Conduct and Complaints Procedure. This does not include any NUS staff who are subject to disciplinary procedures agreed between ACTS (staff union) and NUS.
e. Consulting with interested groups and individuals, internal and external, and where appropriate recognising the experience of collective representative bodies and interest groups
f. Taking positive action in favour of any disadvantaged section of society
g. Setting out expectations of equality and diversity at the beginning of events
h. Making reasonable adjustments that enable members to engage in the activity of NUS
i. Improving our ability to use data effectively to inform decision-making

2216 Responsibility for monitoring the operation and implementation of this policy lies with the Trustee Board.

Motion 708  Lets get transparent – I can’t see inside!

Submitted by: DeMontfort Students’ Union, Union of UEA Students

Speech For: DeMontfort Students’ Union (2 minutes)
Speech Against: Property of DPC (2 minutes)
Summation: Proposer of last successful amendment (1.5 minutes)

Conference Believes:
1. NUS is a democratic organisation, but is difficult to understand and navigate for all but the most involved
2. Recent changes involving the formation of a Charity and the purchase of NUSSL have made it less transparent
3. All Constituent Members should have a voice in NUS governance
4. Unions need to be given a chance to give opinion on agenda items at NEC meetings
5. Block members have a duty to keep in contact with their Unions
6. Attempting to follow a meeting on twitter is very frustrating as it gives no real information or context
7. Board/NEC papers/minutes are hidden on NUS Connect, often posted late and in some cases missing
8. Two committees were established at Conference last year concerning scrutiny of NUS’ communications and ethical and environmental work. As of Feb 1st 2014, neither body has met, which is unacceptable.
9. There is no defined, constitutional process for developing or agreeing NUS’ strategic plan

Conference Resolves:
1. To send all Constituent Members NEC papers 2 weeks in advance of meetings
2. NEC members have a duty to contact Unions they represent before meetings to talk about any issue or questions
3. To enable relationships to be established and maintained across the year, Unions should be told who their NEC Rep is and given the opportunity to meet with them either at summer training or before the end of September.
4. Produce induction materials for new students and officers introducing NUS and involvement in it
5. DPC publish transparency standards relating to the publication of papers and minutes of Board, NEC and committees and publish performance statistics against these annually
6. Insert rule 399 and renumber as appropriate “The National Executive will from time to time present any NUS Strategic Plan and report of progress against it to the Conference for scrutiny, revision and approval”

Amendment 708a  NUS Organisation and Management

Amendment Action: Add amendment
Submitted by: Teesside University Students’ Union

Speech For: Teesside University Students’ Union (1.5 minutes)
Speech Against: Free (1.5 minutes)
Summation: Teesside University Students’ Union (1 minute)

Conference Believes:
1. Good organisation and management of National Conference is key to supporting democratic processes within the Student movement.
2. That accessibility for students should be at the forefront of the whole organisation process of National Conference so that all types of student delegates are able to be elected to attend.

Conference Resolves:
1. That the NUS should organise and announce the dates of the next year’s National Conference at least 9 months before hand or preferably at the end of the current year’s conference.
2. That the NUS should work with established Students’ Union affiliates such as ‘BUCS’ and ‘I Love Tour’ to make sure that conference dates do not clash with major events such as Easter Break when most students are either away from campus or have masses of work to do. Similarly with NUS Conference clashing with Athletic Union Tour, NUS should ensure those students who wish to play sport abroad for their University should not have to choose between NUS Conference and AU Tour.

Amendment 708b  Open up NUS Democracy

Amendment Action: Add amendment
Submitted by: Union of UEA Students

Speech For: Union of UEA Students (1.5 minutes)
Speech Against: Property of DPC (1.5 minutes)
Summation: Union of UEA Students (1 minute)

Conference Believes:
1. There’s nothing on offer that can be used to introduce student reps or officers to NUS and its work
2. NUS provides no benefits statement or description of work that could be used when discussing affiliation
3. Last year NUS published a document which stated “A three year financial forecast had been produced with the assumption of a 150K reduction [in affiliation fees] each year- we believe this £450K reduction to be on the prudent side and would hope to push total affiliation fees to below £3M”. This is not reflected in this year’s estimates.
4. When NUS offered to buy unions’ shares in NUS Services, it promised more input and scrutiny into the work of NUSSL. Now it’s time to deliver it.

Conference resolves:
1. Produce a bespoke benefits and activity statement for every union suitable for presentation at AGMs
2. NUS should insist that its Charitable arm develops clear democratic structures that go beyond elections as a condition of funding
3. Board should publish regulations relating to democratic input, scrutiny and approval of work plans for NUS Services and NUS Charitable Services
4. Add rule 358h to the constitution “A report on the activity of any bodies established under Article 9.17
5. Insert at end of rule 421 “These will include the estimates of income and expenditure in any body included in NUS’ consolidated group accounts”
6. Insert rule 2107 “The regulations will include a published statement of intent in relation to proposed affiliation income over the forthcoming three years, including targets on %of UK HE Block Grants, reliance and an absolute financial target”

Motion 709  For and more democratic and accessible NUS

Submitted by: University College London Union

Speech For: University College London Union (2 minutes)
Speech Against: Property of DPC (2 minutes)
Summation: University College London Union (1.5 minutes)
Conference Believes:
1. Zone Conferences are less representative than National Conference.
2. National conference is inaccessibly and undemocratically short, and is dominated by Zone proposals.
3. The chairs of National Conference are appointed by the President, and are almost always political allies of the President.
4. Zone Committees are a good idea. However, given how unrepresentative Zone Conferences are, it is inappropriate that they should elect NEC members.

Conference Resolves:
1. To scrap Zone seats on NEC (delete Rule 104 and renumber accordingly; delete second sentence of Rule 801d).
2. To remove the power of Zones to place recommendations at the top of the agenda.
3. Delete and replace first sentence Rule 541: Save for during elections or report of NEC, the Chairs of each Zone of National Conference will be NEC members elected internally by single transferable vote and allocated to Zones by the President

Motion 710 One Member One Vote resurrected

Submitted by: York University Students’ Union

Speech For: York University Students’ Union (2 minutes)
Open Contribution: Open (2 x 1.5 minutes)
Speech Against: Free (2 minutes)
Summation: York University Students’ Union (1.5 minutes)

Conference Believes
1. Currently NUS full-time officers are elected solely by delegates to National Conference, with just 0.0001% of members representing over 7 million members;
2. Many of these delegates are already very engaged with the NUS or similar issues, and although representatives, are not representative of the membership of the NUS as a whole;
3. At times doubt has been cast on the representativeness of NUS officers and their positions, and our indirect electoral system has often been cited in such complaints;
4. Turnout for NUS delegate elections and engagement by membership is traditionally very low, and the membership struggles to understand the process and why it is relevant to them;
5. Direct election of NUS officers would be more democratic, would confer greater perceived and actual legitimacy on officers and the actions and positions they take on behalf of members, and would give members a greater say in holding them to account;
6. Direct elections would increase their profile, relevance, and importance of NUS full-time officers in the minds of members by connecting them directly with the decisions they make;
7. Increasing numbers of large, national organisations are beginning to adopt a system of direct election to select their representatives, including trade unions, campaigning groups and political parties, including very recently the Labour Party;
8. The issue of One Member One Vote was last discussed in full in 2011 and the subsequent Working Group report in 2012 identified a number of challenges to the introduction of the system, particularly access by CMs to lists of their members;
9. None of these challenges prevent the NUS adopting the principle of One Member One Vote and working towards direct elections.

Conference Resolves
1. To commit in principle to direct National Elections for all officer positions currently elected by Conference, with equal voting rights for all individual members;
2. To mandate the VP Union Development to support and encourage all CMs to gain direct access to their own members for democratic processes as soon as possible and in the mean time to explore approaches like aggregating results of general meetings and/or referenda across CMs;
3. To mandate VP Union Development to research how elections could best be implemented consistent with all of the above, including researching polling systems and other relevant issues including, but not limited to, security, fairness, accessibility, legal implications and cost. This shall take the form of a report to be presented by next Conference (2015) and shall include full, costed proposals for the details of a recommended system (including plans, rules and timetables for nominations, campaigning, polling and assumption of office) and the constitutional changes that would be necessary;
4. To affirm sectional elections and liberation campaigns will retain the right to elect officers and make policy however they choose;
5. To commit to hold the first direct National Elections by 2017.

**Motion 711**

Representative Conference and a Representative Leadership: Fair Application of Black Students and Women’s Students Quotas in our National Union and Consequential Miscellaneous Rule Amendments (Grouped)

Submitted by: Birkbeck Students’ Union

Speech For: Birkbeck Students’ Union (2 minutes)
Speech Against: Property of DPC (2 minutes)
Summation: Birkbeck Students’ Union (1.5 minutes)

Conference Believes:

1. According to the NUS, around 20% of students in the UK are “Black”, however, senior elected student officers in Students’ Unions have only 4% of Black students filling these places.
2. A majority of students in the UK are women, yet less than a third of SU officers are women.
3. Having reserved places on councils or committees within Students’ Unions is relatively common in the UK, for instance, for postgraduate students, mature students and international students.
4. When Students’ Unions extend these reserved places in to the Liberation Groups (Black, Women, LGBT and Disabled), the arguments against unfortunately are at best naïve and in worst cases homophobic, misogynistic, racist and/or disableist with calls to have a “Men’s Officer”, a “Straight Officer” and of course the “White Students Officer”.
5. In 2009, the BNP wrote to many Students’ Unions asking them to organise a “White History Month” in an attempt to challenge not only Black History Month events, but the to undermine the whole unity within students’ unions supporting Liberation Groups.
6. A Black Students place is in their Students’ Union – at the heart of democracy, at the heart of decision-making and representation and of course within the SU leadership, speaking up for all students locally and nationally.

Conference Further Believes:

1. National Conference 2013 narrowly rejected adopting policy of having a quota of 50% women in Union delegations to the Conference and within the posts on the National Executive Council.
2. This proposal generally does not see men’s voices drowned and the adoption of a Black Quota would not see white voices sidelined. It will, though, see all of our representatives working together, sharing a diversity of experiences and knowledge and making better representation of all our members.
3. To require that the scheme of membership of the NUS committees, boards and the National Conference has at least 20% Black voting members and 50% women voting members.
4. Readdress the discrimination between the value of a part-time student within NUS, who are disproportionately Black students and from other Liberation Groups and give Non-NEC Student Sections/Liberation Conferences/Nations additional voting rights at National Conference
5. Consider a delegate cap on the very large delegations being elected to National Conference and the money saved be directed to NUS Hardshit Fund

Conference Resolves:
1. To amend the rules as follows:

Replace Rules 101-109 with:
101 Article 42 lays down the membership of the National Executive Council, in addition the following rules are in operation:
102 The National President, Vice-President Higher Education, Vice-President Further Education, Vice-President Welfare, Vice-President Union Development, and Vice-President Society and Citizenship shall all be appointed as ex-officio members of the National Executive Council when they take office.
103 The fifteen individual members shall be elected in a block STV ballot at National Conference
   103.1 at least five of whom must be members designated as further education members counted in accordance with the election rules.
   103.2 provided that there are sufficient candidates, the election shall be counted by the Returning Officer to ensure that at least 50% of these elected members are Women;
   103.3 provided that there are sufficient candidates, the election shall be counted by the Returning Officer to ensure that at least 25% of these elected members are Black Students
104 Each of the five zones shall elect one member of the National Executive Council according to a procedure set down in the Zone Rules; provided that if the Zone Vice-President elected is not a Woman, the additional elected Zone member shall be reserved for a Woman
105 Each of the principal committees of:
   a. The Women’s Campaign
   b. The LGBT Campaign
   c. The Black Students Campaign
   d. The Disabled Students Campaign
   e. NUS Scotland
   f. NUS Wales
   g. NUS-USI
   shall appoint two members of the National Executive Council, of whom at least one shall be an officer of the campaign or nation, and they shall do so according to a procedure that they shall themselves agree for the purpose of making the appointments, provided that if the elected officer of the campaign of nation is not a Woman, then the second place shall be reserved for a Woman
106 The Mature & Part Time Students’ section shall appoint one part time student member and one mature student member of the National Executive Council according to the section’s own procedures.
107 The International Students’ section shall appoint one EU member and one non-EU member of the National Executive Council according to the section’s own procedures.
108 Any Postgraduate Students’ section shall appoint one taught postgraduate member and one research postgraduate member of the National Executive Council according to the section’s own procedures.
109 All members of the National Executive Council shall have a general duty to uphold the constitution of the National Union and abide by its provisions, and to abide by any code of conduct issued in accordance with the constitution.

Replace Rule 135 and 136:
135 At meetings of the National Executive Council, one third of its members with voting rights shall constitute a quorum. Each member of the National Executive Council shall have one vote.
136 The National President shall take the chair at meetings of the National Executive Council, or may otherwise nominate any other person to be chairperson for a specific meeting, meetings, or part of any meeting. The chair shall have no casting vote (but may cast a deliberate vote at their own discretion).

Replaces Rules 166 to 172:
166 Special Committees, which shall be established and dissolved by the National Executive Council at its sole discretion, shall be responsible for special work devolved to them by the National Executive Council, or shall be assigned a chief co-ordinating role by general agreement of the National President with the Zone Convenors.
167 All members of Special Committees shall be Individual Members, with a majority being drawn from the National Executive Council. At least 50% of the membership shall be Women and at least 25% shall be Black Students.

168 The quorum for any Special Committee shall be five members.

169 There shall be the following permanently established Special Committees:
a. Anti-Racism & Anti-Fascism Committee

170 **Group Committees**, which shall be established and dissolved by the National Executive Council, shall be responsible for coordinating matters of concern across NUS and those bodies established under Article 9.17

171 The membership shall be determined in terms of reference approved by the NEC, save that at least a third will be drawn from the National Executive Council, at least 50% of the members shall be Women and 25% shall self define as Black

172 There shall be the following permanently established Group Committees:
a. Communications
b. Ethical and Environmental

**Replace Rules: 181-184**

181 Any member of the National Executive Council may be removed from office according to the following one of the following procedures;
182a an ordinary or emergency motion debated by the National Conference or motion debated by an extraordinary National conference is passed by a simple majority; or
182b a decision is made by National Ballot; or
182c a resolution of the National Executive Council is approved, provided all of the following criteria are met:
   182c i the motion proposing the resolution is circulated at least 14 days before the meeting at which the vote is due to be held, and is proposed by at least seven voting members of the NEC;
   182c ii at least 50% of the voting members of the NEC are present at the time of the vote;
   182c iii all votes are cast in person and no proxy votes are permitted
   182c iv the vote on the resolution is held at a physical meeting not permitting virtual or written resolutions;
   182c v the resolution shall only be carried if at least 75% of those voting (ignoring abstentions) support the motion.

183 the motion proposed must include an expression of 'no confidence' in the specified member for the office held to be vacated. If passed, following Rule 182, the office shall be immediately declared vacant.

184 For the avoidance of doubt, in the case of members of the National Executive Council appointed ex-officio by virtue of becoming Full Time Officers, it shall not be possible to independently remove them as a member of the National Executive Council, but if they are removed from the national office they hold, then they shall immediately cease to be a member of the National Executive Council.

**Replace Rules 211 and 212:**

211 Any Full Time Officer in an office named in Article 98 of the core constitution may be removed from office according to the procedure set down in Rules 181-184 of the National Executive Council Rules.
212 Deleted.

**Replace Rules 306-309 and 316:**

306. The following will be members of the National Conference:
307 Members with voting and speaking rights:
a. Members of the National Executive Council;
b. Delegates appointed by each Constituent Member in accordance with the correct procedure.
c. Autonomous Conference Representative Delegates
308 The Democratic Procedures Committee shall be empowered to determine by the creation of regulations those members of the National Conference who shall be considered “Higher Education members of the National Conference” and those who shall be considered “Further Education members of the National Conference”. No member of the National Conference may be considered to be in both categories.
309 Members with speaking rights:
a. Two observers appointed by each Student Organisation In Association;
b. Three observers appointed by each Nation of the National Union;
c. Up to three observers appointed by and from each Constituent Member;
d. Five observers appointed by NUS London, with at least two from the Further Education sector

This has consequential amendments on the main constitution:

316 For the purpose of calculating the number of delegates which each Constituent Member may appoint:
   a. The total number of full-time student members of the National Union who are members of that Constituent Member, and the total number of part-time student members of the National Union are members of that...
Constituent Member, will be added together. This figure will be multiplied by three-fifths and will be known as the number of ‘full-time equivalent students’.
b. Solely for the purposes of the calculation of the delegate entitlement for a Constituent Member, the “full-time equivalent students” number shall be capped at 20,000.
c. In adopting the relevant section of the Democratic Procedures Committee report, the National Conference will annually set a figure, which each constituent member may elect one delegate for from their full time equivalent students. In proposing the figure the Democratic Procedures Committee will consult with the trustee board and pay due regard to the need to ensure wide participation, demographic change, accessibility and an event within financial means. In the event that the relevant section of the Democratic Procedures Committee report is not approved the entitlement figure will be the one last used for National Conference.
d. The delegates and observers elected or appointed by each Constituent Member will be called the delegation of that Constituent Member. One member of each delegation will be appointed by that delegation as its leader, such an appointment to be notified to the Democratic Procedures Committee. The basis of representation at meetings of the National Conference will be the delegation, except where otherwise provided in the Rules.
e. The delegate entitlement as determined by Democratic Procedures Committee will be final and will apply to all meetings of the National Conference until the following year’s entitlement is published.
f. For the purpose of calculating the number of delegates that shall be the Autonomous Conference Representatives:
g. Each Nation shall have the right to appoint up to five delegates, which shall be in a democratic manner approved by the relevant Nation’s sovereign body. For the avoidance of doubt, the appointment of the said delegates need not take place at a meeting of the relevant Nation’s sovereign body; and
h. Each Liberation Campaign shall be entitled to appoint up to three delegates, which shall be in a democratic manner set down in the relevant Campaign’s standing orders. For the avoidance of doubt, the appointment of the said delegates need not take place at a meeting of the relevant Campaign Conference; and
i. Each Student Section shall be entitled to appoint up to three delegates, which shall be determined in a democratic manner following regulations created by the Democratic Procedures Committee. The appointment of the said delegates must take place at a meeting of the relevant Section Conference.
j. Any delegation number four of more delegates, shall be at least 50% Women and 25% Black Students

Add Rule 343:

Timekeeping:
343 The Democratic Procedures Committee shall have absolute power to appoint a temporary emergency chairperson from their own number, if the duly appointed chairperson (Rules 450-454) is late or absent from the start of a session of the Conference. The temporary chairperson shall, provided a quorum is present, undertake the chairing of the Conference until such a time that it is convenient for the Conference for a handover of the chair.
344 If there is no quorum, the chair shall direct the DPC to invite one minute statements from the floor on topics as agreed by delegates. If no statements are forthcoming, or if the DPC has matters for report to the Conference from the NEC or the Trustee Board prepared, reports from across the NUS Group shall be delivered.

Replace Rules 363 and 364:
363 The order and priority of business shall be determined as the Democratic Procedures Committee sees fit, save that the debate and vote on a Zone policy report shall take place before the election of the relevant Zone Vice President:
363a. At the start of the Conference the DPC shall propose the formal adoption of the Order Paper (the agenda and its order)
363b Challenges to the order paper shall be heard, provided that 100 delegates support hearing the case
363c Once all challenges are disposed of or resolved, a simple majority vote shall approve the order paper
363d Further challenges to the order paper received by the DPC after the formal adoption shall only be heard at the start of subsequent sessions of the Conference and not during a session (provided that the case to hear is supported by 100 delegates)
363e Such challenges shall only be agreed if supported by a two-thirds majority vote of the Conference (this includes challenges lodged to change the order of debate of motions previously agreed in a priority ballot)
364 The committee will ensure sufficient time is allocated to each type of business and will be empowered to vary the order of business throughout the event. It will also ensure that there is sufficient time for informal business throughout the event.

Replace Rule 387:
387 After any vote, a request may be made to the Chairperson through the DPC for a formal count. The request must be made as soon as practical after the original vote. The Chairperson may agree to the request immediately if voting delegates have the ability to electronically vote simultaneously. The Chairperson must proceed with a formal count if the request is supported by 100 delegates.
Replace Rule 444:
444 Final Motions to be discussed at National Conference shall have no word limit. Final Amendments to motions to be discussed at National Conference will not exceed 300 words unless the amendment to the motion is an amendment to the rules.

Replace Rule 670:
670 NATIONAL EXECUTIVE COUNCIL: There shall be 2 counts for this election.
a. In the first count, the number of places being filled shall be 15 less the number of Further Education reserved places and all candidates shall be eligible for election;
b. In the second count, all elected members and any unelected continuing candidates who are not in Further Education, shall be deemed to have withdrawn. A count shall take place to fill the FE reserved places.
c. Any quotas relating to Women or Black Students shall be applied by the RO to cause these quotas to be met, provided the count is conducted in the order outline above.

Replace Rule 801:
801 Each zone will have a coordinating committee consisting of the following members:
a. The Vice President (Full Time Officer) for that Zone who will act as the Chairperson
b. The National President (Ex Officio)
c. Eight individual members elected by and at the Zone Conference, where except for the FE Zone Committee and the HE Zone Committee at least two of which must be from the FE Sector. In the case of the FE and HE committees all of the individual members must be from the relevant sector. At least one of the members elected shall be 30 years of age or over or have caring responsibilities.
d. Non voting representatives of Nations, NUS-USI, Social Policy Campaigns and Liberation Campaigns as the Zone committee sees fit.
e. One individual member elected by and at Zone Conference, who shall also act as the NEC member for that zone.
f. Up to three co-opted members at the invitation of the committee who will be non voting and may not be individual student members of the National Union.

Replaces Rules 911-918:
911 There shall be a Conference annually for each of the Student Sections, which shall elect the Committee and shall discuss matter of concern to that section of students.
912 The Conference shall be open to that section’s students, and only that section’s students shall be eligible for election as delegates to the conference.
913 The definition of who constitutes a student in each section for the purposes of entitlement to attend the conference or stand in elections shall be approved by National Conference on recommendation of the relevant Section Conference.
914 The Conference shall be governed by such standing orders and delegate entitlement, as it shall itself propose and National Conference shall decide.
915 The following shall be members of the Section Conference:
916 Members with voting and speaking rights:
a. Members of the Section Committee; and
b. Delegates appointed by Constituent Members
917 Members with speaking rights:
a. Members of the National Executive Council, or Liberation or Nations Committees
918 Members with limited speaking rights:
a. Members of Democratic Procedures Committee or the Trustee Board; and
b. Candidates for election to the Section Committee or Officer who may speak on matters relating to their election.

Add Rules 927 and 928:
927 The Mature Students’ Rep shall be a Full Time Officer and known as the Mature Students Officer
928 There shall be a Postgraduate Officer, who shall be a Full Time Officer, and this shall be an election between the candidates for the NEC Representatives held at the Postgraduate Section Conference, as determined by the Chief Returning Officer.

Annex 3
Delete regulations pertaining to “Open Contributions”.

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