




**nus**  
**NATIONAL  
CONFERENCE  
2014**

8–10 April 2014 | Liverpool

Policy lapse  
**CD9**

If you need this document in another  
format contact NUS on 0845 5210 262  
or email [events@nus.org.uk](mailto:events@nus.org.uk)





## Key information

### Purpose of this document

Policy of the National Union stays in affect for 3 years unless subsequent policy is enacted that supersedes it or it is presented from lapsing at the conference 3 years later.

At the National Conference 2014 any policy passed at Annual Conference 2011 will lapse unless conference wants to keep it as policy.

### What you need to do if you are concerned about policy lapsing

You should first check with the VP responsible for that zone or the DPC if there is policy on the issue that will remain. If you want to challenge the lapse you may do so by contacting a member of DPC before 12pm on the second day of Conference.

### Policy Checklist

I have read the policy that is lapsing this year at National Conference

I have identified any policies which I wish to keep

I will let DPC know of my objections to policy lapsing before 12 Noon on the 2<sup>nd</sup> day

### Read through the document and need more help?

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

For issues about delegate entitlement, zone committees, reports and policy, amendments to zone policy proposals & Cross Campus Ballots contact [executiveoffice@nus.org.uk](mailto:executiveoffice@nus.org.uk)





## Further Education Zone:

### Teaching & Learning for the 21st Century

#### Conference believes:

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

student input in curriculum design will drive up quality and drive down duplication of learning

15. Colleges should be more responsive to students' existing skills and knowledge when enrolling them on Functional Skills courses at level 1, 2 or 3.


#### Conference resolves:


1. That NUS should work with the Institute for Learning (IfL) to allow student input into the design of teachers' Continuing Professional Development, allowing students to offer their perspectives on student life and the use of technology in teaching and learning
2. That NUS should produce a Teaching & Learning Charter for colleges, setting out ways to involve students in the development and delivery of teaching & learning, how to use VLEs in teaching & learning, and encouraging colleges to use external tutors and other experts in the classroom
3. To oppose the use of student observers and encourage proper utilisation of student feedback and trained and supported class reps.
4. Work with providers to encourage the utilisation of social networking in the teaching and learning process.
5. Seek support for a cross-sector approach for technology in learning and investigate the situation internationally
6. Work with VLE providers such as Moodle and Blackboard to engage with NUS and Students' Unions in improving the user experience
7. The Further Education Zone should instigate links between NUS, OfQUAL and the Sector Skills Councils to improve student engagement in developing qualifications and deciding on curriculum
8. For the Further Education Zone to carry out a survey on students' experiences with Functional Skills provision and report to the sector with recommendations for improvement

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### Vocational Education

#### Conference believes:

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

#### **Conference resolves:**

1. To lobby the government to allow NUS to influence the development of the new All-Age Careers service -this comes into place in April 2012.
2. To lobby for a strong web presence for the new careers service, with links to the BTEC Alumni project.
3. To support the Government's plans to improve the aesthetics of practical learning and achievement but with an emphasis that students studying in different skill areas should be treated equally
4. To urge the government to provide a tool which will enable careers advisors and information, advice and guidance professionals to map professional and vocational qualifications onto academic qualifications.
5. To use the recommendations of the Wolf Review of 14-19 Vocational Education to create a campaign strategy to oppose the segregation of academic and vocational education.
6. To lobby the government to incentivise higher-level apprenticeships to encourage uptake of students and employers.


7. To engage with the government and call for student engagement through sector skills councils when developing licenses to practice and professional standards.
  8. The Further Education Zone should call for an immediate review of the UCAS tariff to include the introduction of the Qualifications and Credit Framework
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#### **Funding**

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

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

##### **Conference resolves:**

1. To work with the AoC and other provider representative groups to form examples of best practice for merging/merged colleges and super colleges, advocating shared services and the merging of 'back office functions'
  2. To create resources for students' unions to allow them to demonstrate students' financial and resource needs, in order to influence college decision-making on funding priorities
  3. To lobby the Skills Funding Agency and Education Funding Agency for a place upon
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- their respective advisory boards.
- To oppose changes in adult education funding which further marginalises those on 'inactive benefits' and the unemployed
  - To campaign for a universal offer for access to basic ESOL, regardless of whether you live in a settled or unsettled community
  - To lobby the Skills Funding Agency and Education Funding Agency to more effectively promote the sources of individual learner support available, and to work with relevant third sector agencies and IAG services to do likewise.
  - To create a guide which informs students and students' unions what they are entitled to and how to access funding for courses and student support.
  - To lobby BIS to make student loans available for level 2 students aged over 25.
  - To collect evidence on the ways in which public sector cuts (changes to welfare benefits, for example) effect students across the board, to create an overall picture of how the cuts affect our members.
  - To work with the Welfare Zone to create a 'Blueprint' for FE funding, setting out a vision for funding priorities within schools and FE & Skills, as well as a new model for individual learner support.
  - To speak out against all funding cuts.
  - To work with education unions and anti-cuts campaigning organisations to build, coordinate and support a range of actions including protests, strikes, walkouts and occupations against the cuts
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## Student Voice

### Conference believes:

- Whilst Class Reps systems are becoming better developed, Class Reps need to be held to account by their electorate.
- Class Reps elections are often held too early in the college year, when classmates are often unacquainted.
- That all student engagement mechanisms, including Class Rep structures, should be supported by the institution but take the lead from elected student leaders
- Full time class reps should be elected by the end of the first half term
- Part time class reps should be elected within the first six weeks of the course
- Better class rep mechanisms are needed for short course students
- That both the Learner Views Survey and institutional complaints procedure should be referenced within each provider's Learner


- Involvement Strategy.
- That the Learner Views Survey should be compulsory within Sixth Form Colleges and School Sixth Forms.
- That the NUS Model Learner Involvement Strategy should be accompanied by a Learner Involvement Impact report, with 'you said, we did' framework.
- Many FE Colleges oversee student voice through the Student Services Department
- This has meant that teaching and learning issues often do not get prioritised next to enrichment


### Conference Resolves:

- That NUS should develop Class Reps election packs for tutors, advising them on how to facilitate elections and support class reps throughout the year
  - That NUS should review and redevelop the Dewey Weber Model Learner Engagement Policy to reflect developments in learner involvement in the years since its creation
  - To lobby the Department for Education to make the Learner Views Survey compulsory in schools and Sixth Form Colleges
  - To ensure that NUS has input into any review of the Framework for Excellence programme
  - Request that the Skills Funding Agency hold a review of the Learner Views Survey, led by NUS, to improve the system and bring back Sixth Forms
  - To work with the sector to create a stronger relationship between Learner Involvement Strategies and the institutions' Quality Department.
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## HE in FE

### Conference believes:

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

#### **Conference resolves:**

1. That NUS FE officer training ('FE Leadership') should include a session on HE sector policy, to help FE officers to understand how to support HE students
  2. That NUS should survey HE in FE students about their likely destinations in order that better HE in FE destinations data can be provided to potential students
  3. To provide materials for students' unions to lobby their colleges for better induction for HE in FE students
  4. To campaign against HE institutions withdrawing from collaborations with FE providers in order to deliver that provision themselves
  5. To lobby HEFCE to fund colleges directly for HE courses
  6. To create a high profile campaign with the Higher Education Zone including a digest of how HE funding changes will affect HE in FE provision specifically
  7. To create a national campaign with the Higher Education Zone to tackle student dissatisfaction for HE in FE students, particularly around access to high quality learning resources
  8. Work with the HE, Union Development, Welfare and Society and Citizenship Zones to improve NUS' relationship with HE in FE students
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#### **FE Support Guide**

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

1. That the removal of the EMA and higher tuition fees coming into place in 2012 may put off many students from entering higher education
2. That this may also lead to confusion over the


- options available to further education students
3. That many students who will be dissuaded by the cost of education but want to go to university would go if they knew the facts
4. That students need to be made aware of what bursaries and grants are available at universities
5. That a guide detailing the options available to FE students, produced by the NUS and promoted in FE colleges could alleviate much of this confusion


##### **Conference resolves:**

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

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

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

#### **Conference resolves:**

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

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#### **Lifelong learning**

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

1. Informal adult and community learning (IACL) is a vital stepping stone to community engagement, further education and employment for those who have been out of education, giving people knowledge, skills and confidence
2. our education system should provide equality of access to a high quality education for all learners, regardless of class, gender, age, ethnicity, sexual orientation, disability, asylum status or employment status, including a statutory entitlement to learning in the workplace
3. our education system should provide universal access to basic skills, ESOL and ICT courses and a first level three qualification regardless of age
4. our education system should provide learner, teacher and community involvement in all levels of decision-making about their learning wherever it takes place
5. learning is vital for personal wellbeing and development
6. education should provide a path out of poverty and disadvantage including widening participation in higher education and the provision of a second chance later in life
7. universal access to education yields a stable, motivated and rewarded workforce of professional practitioners

8. the consultation on Universal Credit due to take place in 2012 should seek to resolve the barriers to learning resulting from the current benefits system
9. Accessing a course can negatively affect students' applications for benefits such as Disability Living Allowance and Employment and Support Allowance. This creates disincentives to study, even if it would improve an individual's employability in the long run
10. with the introduction of FE student loans to students 24 and over studying at level 2 or 3, older students will either be put off or forced to enter debt to continue their studies. FE Students' Unions will be disproportionately affected by this decision.

##### **Conference resolves:**

1. NUS should campaign for universal access to a first full level 2 and level 3 qualification
2. NUS should work with NIACE to create a set of guiding principles on access to informal, adult and community learning (IACL)
3. NUS should use the forthcoming BIS/DWP consultation on Universal Credit to highlight barriers to learning existent within the current benefits system
4. NUS will support the work of FE students' unions to campaign against not only the introduction of FE student fees. This devalues education and should be challenged and lobbied against.



#### **Higher Education Zone Policy**

##### **Education Funding**

##### **Conference believes**

1. Both houses of parliament have now approved a £9,000 limit on Higher Education Undergraduate Tuition Fees.
2. This happened despite an unprecedented mass campaign from NUS that has united students, lecturers and the general public and the largest student demonstration in a generation.
3. The Government is proposing to scrap the EMA and implement savage cuts to HE and FE budgets
4. That education funding should remain the priority campaign for NUS.
5. That students' unions and NUS must be flexible in its campaigning to deal with the changing policy environment.
6. That there has been disproportionate cuts to HE teaching budgets by 80% as well as a



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- large cut in postgraduate teaching funding
7. That 16-18 teaching funding has been protected, but with a unit cost reduction to fund the raising of the participation age – this is a real terms cut.
  8. Changes are not restricted to England, there have also been increases in tuition fees in Wales and Northern Ireland proposed.
  9. The changes to education funding have been done alongside the abolition of AimHigher and EMA in England.
  10. NUS has adopted a sophisticated strategy to date as part of the HE funding campaign including a fully costed alternative, national lobbying, encouraging and leading direct action and have forged strong partnerships with the University and Colleges Union and broader Trade Union movement
  11. Moving forward, NUS must continue to adopt a range of campaigning tactics and continue to lead public debate on education funding
  12. To continue to support Students' Unions' on campus anti-cuts campaigns through a national roll out of activist training.
  13. The new funding regime will see students becoming more demanding than ever before and information for prospective students will be increasingly important
  14. Although the Browne Review and Skills Strategy propose a radical overhaul in information advice and guidance, the Government have been slow and indecisive in taking action and have proposed to shut down Connexions services
  15. The Coalition's response to the Browne Review, the CSR and the Government's Skills Strategy all allow for a greater proportion of the cost of education on to the individual.
  16. Too much emphasis is placed on progression to University, rather than Higher Education as a whole.
  17. Teaching grants for arts and humanities subjects will be cut entirely.
  18. University choice should be based on passion, and cost should not be a factor.
  19. Charging market-rates of interest on tuition-fee loans is an unethical way to clear debt.
  20. This exacerbates debt levels and decrease accessibility of university.
  21. The new proposals will lead to the creation of a two-tiered system in HE.
  22. It is difficult for students' unions to locally create policy positions on cuts because of a lack of information; Universities have no obligation to share information about why they're making cuts.
  23. Many Universities are heavily reliant on funding from other public agencies, such as the National Health Service and the Training and Development Agency for Schools, which is also being savagely cut.
  24. That the NUS should continue to campaign proactively and innovatively on education cuts and support Students' unions in doing so.
  25. That the government promised at the time of raising the fee cap, that fees would rise to £9,000 only in exceptional circumstances and that the NUS must hold the government to account on this promise through national campaigns if necessary.
  26. The NUS should monitor the development of the White Paper closely and hold the government to account on their promises at the time of lifting the fee cap.
  27. That there will come a time, probably after the next election when the government will look at lifting the cap further. The NUS must be ready to lead resistance to this and support Students' unions in doing so.
  28. It is likely that some institutions will close as a result of the new funding structures for HE and FE or face major restructuring which will lead to a big reduction in their offer. The NUS must lead resistance to this and support Students' unions in doing so.
  29. The NUS should be more prepared to take a lead on organising demonstrations to avoid fringe groups being the focal point to the detriment of media representation of student protests.
  30. The NUS should be careful not to undermine the work of Students' unions by adopting radical policy positions which individual Students' unions are unable to adopt, thus making them look weak in the eyes of some students.
  31. That we must redefine the language of education and education funding in order to build a funding campaign for the entire further and higher education sector.
  32. By "tuition fees", we refer to sticker price for a course and by "graduate" we refer to anyone who completes a qualification. By
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“education” we refer to further and higher education.

33. NUSUK retains a fundamental opposition to tuition fees of any form.
34. State funding of education benefits society, the individual, the economy and business.
35. Access to education should be based on ability and aspiration, not finance or ability to pay
36. Funding for 19+ FE faces a cut of 12% per year for the next 4 years
37. HE institutions in Scotland are also increasingly lobbying for a graduate contribution to be reintroduced
38. The changes to education funding have been done alongside the abolition of AimHigher and EMA in England.
39. The increase in the rate of interest on student loans will force many Muslim students out of education
40. Cuts disproportionately affect students from liberation backgrounds
41. A market will lead to many students choosing a course based on price, rather than choosing the right qualification based on aspirations and quality
42. The market in tuition fees is likely to be determined by history and prestige in HE, and determined by local competition in FE


### Conference Resolves

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

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- stated aims and fully incorporating the broader context of the updated campaign priorities
19. To include improved information, advise and guidance on the breadth of educational opportunities post 16 as a key strand of the funding campaign.
  20. In all instances, this must include contact time, on course costs, student satisfaction, assessment methods, curriculum content and graduate employability
  21. To campaign for improved universal student rights including access to an independent complaints body, involvement in decision making, mobility across institutions and access to representation.
  22. Make central to our campaign the demand for taxation of the rich and business to fund services
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## **Motion: Flexible Provision**

### **Conference believes:**

1. Flexible provision has the potential to widen access to higher education and to provide a 21st century higher education experience.
  2. Flexible provision ensures that people can undertake a lifelong learning experience, from undergraduate to postgraduate level, in a way that best suits their needs and lifestyle.
  3. There is already significant experience throughout the higher education sector in delivering flexible provision.
  4. There is likely to be an increase in flexible provision provided by private providers in the post-Browne higher education sector.
  5. Employers understand how flexible provision, such as Continued Professional Development (CPD) courses, can best support the needs of the economy and should be involved in the curriculum design of flexible provision.
  6. Flexible provision presents a number of challenges to the student movement in ensuring adequate representation for all students if they are not full-time or campus based.
  7. It is essential that work-based learners are afforded the opportunity for representation not only as a worker but also as a student.
  8. Accelerated courses (such as doing a three-year Bachelors degree in two years) widen access to higher education.
  9. Transnational education can ensure students have a truly global student experience. Opportunities afforded by international collaborative arrangements, such as campuses abroad ensure that UK students gain this.
  10. Foundation degree programmes are essential for a number of students in accessing higher education. 99,475 students enrolled on foundation degree programmes in 2009-10. Little work has previously been done in this area by NUS in examining how best to support these students and students' unions engaging with them.
  11. There should be more readily available information, such as satisfaction data on the experience of those undertaking flexible provision.
  12. Entry into education is a concern for students on flexible provision who are beginning their courses after some time working, and successful induction into higher education should be a priority concern for Universities and students' unions
  13. It is not yet understood how Universities will ensure high quality education so that students and employers can be confident in the end value of a condensed course, or how employers consider condensed courses against traditional three year honours degrees.
  14. NUS Provides no direct representation for distance learner
  15. Distance learning is distinctly different from part-time study
  16. The provision for distance learning courses is rapidly expanding within the Higher Education sector
  17. Distance learners do not receive the same level of support from institutions that campus based or part-time students receive.
  18. Distance learners deserve to be provided with the same levels of support and representation as other student groups get.
  19. In a post-Browne era academy where distance learning is likely to increase further; that the NUS need to provide decent and sufficient provision for this demographic of students.
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### Conference resolves:

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


consequent impact on three year degrees such as retention and recruitment


14. To conduct research into the learning support, induction and retention of students undertaking accelerated degrees, especially those entering education after a break, to better understand the impact of condensing courses
15. To mandate the Higher Education Zone to provide methods of substantial support for distance learners.

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### Admissions & Retention


#### Conference believes:


1. Taking into consideration contextual data as well as just prior attainment can ensure that an individual's true potential for performance in higher education is considered.
  2. Students should be able to bypass the Universities and College Admissions System (UCAS) to gain access to institutions if there are from widening access backgrounds.
  3. Access agreements placed on institutions in the light of changes to funding must be increasingly strict.
  4. Information, advice and guidance to higher education remain inadequate for the majority of those looking to enter higher education.
  5. Information, advice and guidance on further and higher education should begin from primary education level.
  6. Aimhigher has been an incredibly successful organisation in ensuring young people from non-traditional backgrounds receive the information, advice and guidance needed to access higher education.
  7. Aimhigher's work regionally has ensured that schools, colleges and universities work closely together in a coordinated way on widening access issues.
  8. Aimhigher has played a key role in admissions and retention over the last six years.
  9. There are still significant retention issues for those from non-traditional backgrounds in higher education. We must ensure these students are supported throughout their learning experience.
  10. With significant changes to the funding of higher education we must ensure there is
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- equal access to information on bursaries and increased efforts to raise awareness of these to young people from non-traditional backgrounds.
11. Students' unions play a key role in widening access, either through work within their institutions or work within the community.
  12. Widening access should not only be embedded in institutions but students' unions too
  13. In the 2008 report, 'Ethnicity, Gender and Degree Attainment Project: Final Report', the Equality Challenge Unit found that 'even after controlling for the majority of contributory factors, being from a minority ethnic group (except the Other Black, Mixed and Other groups) was still found to have a statistically significant and negative effect on degree attainment.
  14. NUS Black Students Campaign found that 60% of white students attained a first or 2:1, whereas only 44% of their black peers attained the same.
  15. The ECU report also found that females are 'more likely to obtain higher degree classification than males, except where it comes to attaining a first.'
  16. Everyone should have access to the same opportunities do well, go to, and feel part of the University community, whatever their creed, race, gender, background or identity.
  17. University should be for all and it is only where issues of, not only access to University, but access to the opportunity to do well in University are dealt with properly that this aim is possible.
  18. In order to make the necessary changes in Universities where there is differential degree attainment it is paramount that universities collect and analyse data on degree attainment before using it to inform planning.
  19. In order for a degree attainment investigation to work, Universities must first have robust and holistic equal opportunities monitoring policies.

#### **Conference resolves:**

1. To lobby for institutions to consider contextual data such as where a student comes from and their social background, in admissions in addition to grades achieved.

2. To ensure that it is possible to bypass UCAS for those from widening access backgrounds in order for contextual data to be considered.
  3. To produce research on the historic impact of grade inflation by institutions on widening access and the effect it may have in the new higher education landscape.
  4. To lobby for strict access agreements and penalties that are put into practice for institutions to ensure that within the new funding system access is as equal as possible for all.
  5. To lobby for the continuation of Aimhigher to ensure access to higher education.
  6. To lobby for improved information, advice and guidance and careers information at all levels of education.
  7. To ensure institutions invest in retention activities, including within students' unions to prevent disproportionate drop out levels of those from non-traditional backgrounds.
  8. To demand and lobby that the government and institutions invest in stronger marketing of bursaries, in particular, to those from disadvantaged backgrounds.
  9. To work alongside the Society and Citizenship zone to support students' unions in sharing best practice on working on widening participation activities in the community.
  10. To ensure the introduction of a mobility credit transfer system to allow those from widening access backgrounds to transfer institutions if they wish to during their course of study.
  11. To support students' unions in carrying out Equality Impact Assessments and monitoring participation data in representation and activities to ensure that they are widening access.
  12. To work alongside the Union Development zone to encourage the creation of funds in students' union to support widening access in representation and activities.
  13. To support Sabbatical Officers with an Equality and Diversity or Widening Participation mandate to lobby their Universities to begin a degree attainment investigation.
  14. Ensure that where Universities do not collect equal opportunities monitoring data, NUS supports officers to lobby their University to, firstly, begin collecting this data, including on the grounds of sexual orientation and
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- religion/belief.
15. Ensure that the degree attainment investigation looks at the attainment of different diverse groups including on the basis of ethnicity, gender, disability, religion, sexual orientation, nationality, caring responsibilities, religion/belief, age, etc.
  16. Ensure that the degree attainment investigation looks at Applications to University, Offers, Acceptances, Retention and Degree classification attained.
  17. Support Officers in taking the findings of the degree attainment investigation to the heads of faculties where they should help create strategies to address any differential attainment which should be put into the planning processes of the Universities. This might include getting better language provision, ensuring effective role models, or having better training for lecturers on using different examples in teaching.
  18. Similar Universities should be encouraged to work together to share best practice on degree attainment investigations in order to make sure that differential degree attainment based on a person's characteristics is eradicated.
  19. NUS will aim to ensure that London weighting for students studying in such an expensive area of the country is not forgotten under the new funding system
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## **A 21st century teaching and learning experience**

### **Conference believes:**

1. The pace of change in learning and teaching practices is slow and does not meet the needs of a 21st century student experience.
2. Cuts should not prevent the modernisation of teaching and learning practices and this development should continue.
3. There should be continual and regular investment in ICT by universities and colleges to ensure that technology does not become outdated and uncomplimentary to the teaching and learning experience.
4. Students work with their personal tutors can be enhanced through using online programmes such as Personal Development


- Planning (PDP).
5. Embedding employability skills in the curriculum is essential to students as they face an increasingly competitive job market.
  6. That although a 21st century learning experience is important, there is no substitute for face to face learning


### **Conference resolves:**

1. To increase pressure on institutions to deliver change needed to ensure a 21st century learning and teaching experience.
2. To lobby for increased investment in education development in institutions and support both staff and students in improving their teaching and learning experiences.
3. To lobby for wider investment in ICT across the higher education sector.
4. To prioritise research and dissemination of best practice in the use of ICT in institutions within the Higher Education Zone.
5. To support students' unions in their lobbying to improve the availability of training for students and staff in using ICT.
6. To encourage the wider use of PDP programmes as part of personal tuition relationships.
7. To pressure institutions to utilise existing ICT facilities for assessment submission and feedback.
8. To work with institutions and the government to create greater opportunity for students to study abroad to gain a truly international learning experience.
9. To ensure technology complements face to face learning, and doesn't replace it


## **Defining a quality experience**

### **Conference believes:**

1. Defining a quality student experience should be primarily in the hands of students.
  2. Markets do not benefit higher education and consumerisation does not benefit the future of higher education.
  3. NUS has a role to support students' unions in this significantly changing landscape, for example, supporting students' unions when students are demanding a value for money student experience from their institution.
  4. Institutions should be held to account by students for not delivering a quality student
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- experience.
5. Strong student charters should ensure institutions deliver a quality student experience.
  6. There is a lack of awareness of student charters and students rights in this context.
  7. Postgraduate students operate in a marketised higher education environment but this has not benefitted the quality of their student experience in most cases.
  8. Postgraduate students do not have access to high quality public information that would help them to make effective choices about the merits of different courses and institutions.
  9. PRES 2009 shows that approximately half of postgraduate research students do not feel integrated into their academic community.
  10. Postgraduate research students are often called on to teach undergraduates, giving them a role in sustaining the quality of undergraduate higher education.
  11. Postgraduate students have less of an institutional voice to shape their student experience because postgraduate academic representation is not as embedded as undergraduate academic representation.
  12. The discourse of public choice promoted through students charters offers the potential for students to provide potentially mis-contextualised feedback on their academic experience. This, combined with competing agendas in understandings of academic quality – namely quality assurance and quality enhancement – can contribute to anti-pedagogy and further drive the commodification of education.
  13. Students should be entitled to certain rights in their student experience
  14. That promoting league tables/ key information sets about Students' Unions which are based on subjective questioning encourages style/clever marketing over substance and is therefore detrimental to Students' Unions
  15. Providing prospective students with a 'Killer Question Score' tells them little or nothing useful about what's on offer and could be misleading
  16. That referring to and treating students as consumers is disempowering

### Conference resolves:

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

## Postgraduate Funding

### Conference Believes:

1. There is a high likelihood that Postgraduate Taught (PGT) fees will also increase nationally.
2. That unlike undergraduate, there is currently no state-funded PGT funding system for students.
3. Masters course fees are payable upfront and aren't capped or regulated for fairness/access considerations, and are therefore viewed by universities as a source of funding to plug budget gaps – including to cross-subsidise other activities;
4. Part-time Masters courses can cost anything up to the cost of the full-time course;
5. Browne said little about postgraduates;
6. The HEFCE grant which the government is to cut 80% includes £110m for taught postgraduate courses.
7. As well as being intrinsically worthwhile, postgraduate taught courses are vital gateways to academia and various careers;
8. There is a serious risk of skyrocketing masters fees, which would make postgraduate education and the doors it opens the preserve of the rich;
9. If university managements need more money, they should refuse to extract it from students and instead demand it from government;
10. Education at every level is a social good and a right, and should be funded entirely by progressive taxation – in the short term, fees mustn't rise;
11. If charged, fees must be transparent, injustices minimised, and support provided;
12. Postgraduates should not have to pay fees upfront, or take on commercial loans, but should have access to similar loan systems as undergraduates allowing deferred payment dependent on income.
13. That no student with the will and capacity to undertake postgraduate study should be held back by inability to pay;
14. The NUS report Broke and Broken: Taught

postgraduate students on funding and finance revealed that financial considerations are the key determinant of whether students are able to take up postgraduate study;

15. That 66.9% of postgraduates surveyed are entirely self-funded and 62.9% report that their debt causes them concern to the extent that it affects their quality of life;
16. The academic experience of postgraduates is threatened when they are struggling to make ends meet;
17. The Browne Review's conclusion that "there is no evidence that changes to funding or student finance are needed to support student demand or access" is complacent and unreflective of the realities revealed in the Broke and Broken report;
18. The fee setting process at universities should be transparent and involve negotiation with the students' union;
19. Project Participation and the Higher Education Funding Campaign should be extended to include access to postgraduate education as a priority for NUS, universities and students' unions;
20. The government should provide taught postgraduate students with access to low cost loans, similar to those provided for undergraduate tuition fees;

### Conference Resolves:

1. To fight any increase in PGT fees, through lobbying government and providing support for SUs, amongst other methods.
2. To investigate, and lobby for, appropriate funding options for PGT
3. To mandate VPHE and President to establish a campaign on postgraduate funding directed both university managements and the government, to include organising and backing lobbying, demonstrations, and non-violent direct action such as occupations, in pursuit of the following:
  - a. Freeze fees for taught postgraduate courses for home and international students, as a minimum precursor to their abolition.
  - b. No cuts to the postgraduate teaching budget.
  - c. Don't pick on post-grads - Funding

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

- lobbying their institutions for more flexible fee payment options for postgraduates;
9. To produce and distribute resources for students' unions to help them refocus their campaigns, activities and governance structures towards the needs and experience of postgraduates.
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## **Enhance Students' Employability**

### **Conference Believes**

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

### **Conference Resolves**

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



than only focus on degree based qualifications.

6. To lobby the business to create more Summer/Easters/Christmas internships to give current students more real world working experience to enhance their employability
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### **The reality of cuts for Liberation**

#### **StudentsConference believes:**

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

#### **Conference Resolves:**

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

#### **Conference Believes:**

1. The fees paid by international students in FE, undergraduate and postgraduate courses are not required to have justification under any aspect of the regulations which govern UK FE and HE institutions.
2. These fees are rarely calculated on the cost to teach, and instead are calculated on maximum market costs.
3. This perpetuates the marketisation of our institutions.
4. International Students fees may rise dramatically as a way for institutions to inject more money in the face of further cuts to the education sector.
5. Recent government plans to increase UK domestic fees have resulted in stricter regulations for institutions to disclose justification for the fees they are charging.
6. Recent funding cuts have resulted in many UK and EU students paying the full cost of their education especially in Social Science and Humanities courses, much the same as international students do on all courses, and this has prompted debate which questions whether the current cost of a degree is the actual cost or the market cost.
7. Universities often recruit international students into courses beyond their capacity in order to gain financial benefit from the extortionately high fees paid by FE, undergraduate and postgraduate international students.
8. Ill-conceived courses, especially at the FE and Postgraduate levels, are appearing more rapidly in response to demands from the international student "market" and quality assurance on these courses is often dismissed in favour of the institutional benefit from international student fees.

#### **Conference resolves:**

1. To use the International Students Fee Campaign Toolkit and International Students Fee Chapter to campaign for transparency in international students' tuition fee calculations and distribution in all future campaigns involving UK domestic fees.
2. To include in the national campaign against

fees and cuts a campaign against dramatic fee increases for international students and advocate the feasibility of the capping of international student fees in response to rising domestic fees.

3. To mandate the VP FE and the VP HE to work with the sector to ensure that FE and Postgraduate courses specifically are not being taken beyond capacity, resulting in poor quality, in the drive to gain more funding from international students.
4. To include in campaigns against the marketisation of education in the UK, a campaign against the marketisation of international student education in the UK.

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### **League Tables: If you can't beat them, change them.**

#### **Conference Believes:**

1. That students use league tables in The Guardian and The Times etc. To make their choices for University
2. The number of league tables has grown in number over recent years
3. Students, in the KIS consultation, called for more information
4. League tables rank university on different criteria, ranging from student to staff ratio to the price of beer on campus
5. A recent THE league table used samples as small as 0.5% of an institutions student body

#### **Conference Further Believes:**

1. League tables are here to stay
2. League tables are arbitrary in their nature, the student experience shouldn't be determined by the Times, Guardian or whatever publication makes the table
3. The student experience should be decided by the potential student
4. Information is a good access tool but it must be used properly
5. An NUS league table would give greater leverage to SUs
6. A user-focussed league table would be better received than an arbitrary one
7. To create an NUS interactive league table, where potential students choose their ideal criteria and a league table is created
8. To publicise this as widely as possible to

potential students

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### **National Nursing Campaign**

#### **Conference Believes**

1. There are huge problems with academic failure and lack of support for nursing students, across all institutions; they make up 20 % of cases at KUSU student support.
2. Many nurses are on placement for half the year and do not have the Wednesday afternoons off, as a result they are very unlikely to be involved with their Unions, societies and sports clubs.
3. Nursing placements are often some distance from the institute therefore reducing the amount of contact time for face to face support with their institution to a minimum
4. Students on nursing courses are often mature, with dependants and many institutions fail support those with these and other additional needs.
5. Nursing failures are of epidemic proportions, especially those on DipHe Nursing routes where the minimum entry grade can be as low as 5 A\*-C GCSE's.
6. Whilst on placement there is the added pressure to meet the demands submitting and preparing for assessments leads to academic failure, academic misconduct and stress related illnesses – especially students with learning difficulties.
7. Nursing students can be course terminated outside of academic failure through the means of 'fitness to practice'. These are quite rare (half of students at KU Nursing were subject to FTP) therefore students' union advice centres need better guidance to support these students.
8. Kingston Hospital are cutting 214 nursing posts and St Georges' Hospital are closing 3 wards and cutting 500 staff, including doctors, nurses and midwives.

#### **Conference Resolves:**

1. To create an NUS Nursing Campaign to address the widespread problems with nursing
2. To look at integration of nursing across many Unions and their campuses to increase nursing representation

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3. To provide students unions with information on 'fitness to practice'
  4. To work with trade unions to protect placements and future jobs for current nursing students
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### **UK University Overseas Campus**

#### **Conference believes:**

1. A rapidly growing number of UK universities are establishing overseas campuses or creating joint degree programmes with overseas universities.
2. How to ensure high levels of education quality assurance and effectively represent students study in an overseas campus is becoming an issue for many UK based students unions officers
3. There is a lack of research and support from NUS on this new emerging area

#### **Conference resolves:**

1. Mandate NUS VP HE, VP Union Development to work closely with the International Students Officer to work closely with QAA and other relevant organisations to ensure students based in UK universities overseas campus will enjoy the same level of high quality experience as students study in the UK.
  2. Mandate NUS VP HE, VP Union Development to work closely with International Students Officer to produce a campaign toolkit to guide students unions to effectively engage and represent students based in distant campuses
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### **Support for European Students and UK**

#### **Erasmus Students: Engage the ESU**

#### **Conference Believes:**

1. Engaging the European Students Union should be a partnership effort between all the parts of NUS who rely on the ESU to create change on a European level.
2. The European Higher Education Area has affected many aspects of UK Higher Education.
3. Each year over 162,000 European students and over 27,000 academics become mobile within Europe to study or teach, including

over 11,000 UK students.

4. European Union directives on freedom of movement and non-discrimination protect the right of any European Union Citizen to treatment under law and social security which is equal to that of a national of that country.
5. The Bologna Process of 1999 promised the elimination of all obstacles to freedom of movement for students, teachers and researchers.
6. The experience of studying in another European country and experiencing the society, economy and political culture of that country, enhances the social, political and economic development of both the host country and the students home country.
7. The ability to study in another European Country should be based on aspiration, not on ability to pay.

#### **Conference Resolves:**

1. To work closely with the European Students Union to ensure targets in the Bologna Process are met by all countries in the EHEA to protect the rights of European students studying in the UK and the rights of UK students studying in Europe.
  2. To ensure the broad engagement of European Students, within the International Students' Campaign and Member Unions, in the activities of the European Students Union.
  3. To engage the national unions of other European Countries for assistance to address the issue of recognition of UK degrees across Europe and the transfer of credits for those students on exchange programmes facing difficulty upon returning home.
  4. To protect the right of mobility within the European Higher Education Area (EHEA) by campaigning against any loophole or change in European law which could be used to treat students from other EHEA countries differently from the domestic students in that country.
  5. To include in work by the VP HE on the widening access agenda in the HE sector, the issue of mobility for widening participation students and campaign for the right of every student to study in the EHEA.
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## Journal Pricing

### Conference Believes:

1. Students at universities and colleges are dependent on academic journals for learning and research purposes.
2. The UK higher education sector spends almost £200 million per year on access to journals and databases.
3. Large journal publishers have abused their position to charge universities and colleges extortionate rates for access to journals.
4. Since 2000 annual journal price inflation has been double that of RPI, leading to increasing proportions of library budgets being devoted to maintaining journal subscriptions.
5. While libraries are facing budget cuts, big journal publishers continue to make handsome profits. Elsevier, who publish 2000 health and science journals (e.g. The Lancet), saw their profits grow from £600 million to £1.6 billion between 2005 and 2009.
6. Such huge increases in subscription costs, when combined with cuts to library budgets, lead to diminishing funds for books, staff and other facilities to enhance the student experience.
7. NUS should support the campaign of Research Libraries UK (who represent 29 of the largest research and university libraries) to reverse recent journal price increases and replace them with a long term agreements between universities and publishers that take into account the limited budgets of their libraries.

### Conference Resolves:

1. To publically endorse the Research Libraries UK campaign for journal pricing restraint.
2. To work with Research Libraries UK, universities and students' unions to pressure large journal publishers to abolish upfront payments, reduce subscription fees and allow payment in pound sterling.
3. To support CMs in meeting with Librarians, building campaigns and developing contingency plans to deal with changes in journal provision.
4. To work with mission groups (e.g. Russell Group) to investigate opportunities for universities and colleges to collaborate or

share the costs of journal provision.

5. To produce toolkits and/or briefings for CMs on the issue of libraries and access to journals.
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## Professional Legal Funding

### Conference Believes:

1. That a very large number of law undergraduates go on to study for a professional qualification through postgraduate study, to become a barrister or solicitor.
2. The Legal Practice Course can cost between approximately £9,000 and £13,000.
3. The Bar Vocational Course can cost between approximately £12,000 and 16,000 per annum.
4. Living costs are additional to these fees
5. The Legal Profession is incredibly competitive and completing the course on many occasions particularly as a Barrister does not result in employment.
6. NatWest has recently ended its Professional Loan Scheme which often was the only viable option for students to fund this study and has left several thousand students with places at law schools without funding.
7. The law as a profession should not be the preserve of the rich.
8. NatWest has in the wake of the financial crisis been largely nationalised through the public bail out.
9. Funding for law students should be protected so that students who do not have unlimited resources can pursue a career in the law.

### Conference Resolves:

1. NUS should work with the Bar Council and Law Society as well as the United Kingdom Law Students Association to campaign for the return of the NatWest Professional Loan Scheme
  2. NUS should discuss these issues with the government and lobby them to put pressure on NatWest to renew the Scheme.
  3. NUS should encourage other banks to offer similar schemes to students needing funding for professional study.
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## Society and Citizenship Zone Policy

### Protecting the student voice


#### Conference believes:

1. The Vote for Students campaign showed the power students can wield at the ballot box with students determining the result in many seats across the UK.
2. Many politicians betrayed their constituents, but we must continue to engage in elections, making our voice heard at the ballot box.
3. We are a movement of 7 million members, we must translate that into 7 million votes at the ballot box if our voice is to be heard with the same weight as other sections of society.
4. MPs that broke their pledge have provoked anger amongst voters and this anger must be transformed into action against politicians who broke their promises.
5. We must remain resilient against attempts to marginalise the student vote through attacks such as those seen in the damaging boundary review.
6. The upcoming elections and referendum in May provide an opportunity to put student issues back on agenda.
7. With turnout so low amongst 18-24 year olds, we must fight against attempts to remove citizenship from the curriculum.
8. The Electoral Commission has signalled students as one of the key groups who fail to register to vote for elections.
9. An Electoral Commission Report in March 2010 noted that:
  - a. "Under-registration is notably higher than average among 17-24 year olds (56% not registered), private sector tenants (49%) and black and minority ethnic British residents (31%)".
  - b. "The highest concentrations of under-registration are most likely to be found in metropolitan areas, smaller towns and cities with large student populations, and coastal areas with significant population turnover and high levels of social deprivation".
  - c. "There is an estimate that some 3.5 million people are not currently on the register".
10. The boundary reform which passed last year will fix the House of Commons at 600 seats and was based on numbers of registered

voters.

11. It is imperative that students' voices are heard at both national and local elections.
12. That the changes in constituency boundaries are a direct assault on students' rights to representation – weakening the student voice.
13. That NUS's Vote for Students campaign for the Westminster election was successful at putting student issues at the heart of the election.
14. That local authority cuts will have a detrimental effect on all citizens, including students.
15. That registering students and educating them as to why it is so important to vote is key to making sure students' voices are heard at both the national and local levels.

#### Conference resolves:

1. To Research into why students do not vote.
  2. To improve the relationships between students' unions, Electoral Registration Officers (EROs) and local authorities to maximise student voter turnout.
  3. To sustain pressure on politicians who broke the pledge including direct action and 'Right to Recall' activity.
  4. To work with the nations to support their voter mobilisation in the devolved government elections.
  5. To encourage students and students' unions to organise voter registration activities for the AV referendum and local elections.
  6. To continue to lobby against any changes to where and how we can vote which disenfranchise students.
  7. To continue to work with Democratic Life to make the case for citizenship education and the role it plays as an essential part of the curriculum.
  8. Work with the Cabinet Office to address the issue of under-representation amongst 18-24 year old students.
  9. Fight attempts to remove students' ability to register their vote at their home and term-time address.
  10. To provide resources and information for students' unions about voter registration and best practice.
  11. To condemn the UK Government's boundary
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- review which will weaken the student voice.
12. To mandate the VP Soc and Cit to work on ways to highlight the importance of student engagement in all elections, both at a national level and on a local one to students across the UK.
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## **Drugs Patents**

### **Conference believes:**

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

### **Conference resolves:**

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

### **Conference believes:**

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


### **Conference resolves:**

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

### **Conference believes:**

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

### Conference resolves

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

#### Conference Believes:

1. That the mass uprisings for democracy, workers' rights and social justice across North Africa and the Middle East, particularly in Tunisia and Egypt, are deeply inspiring.
2. The important role played by youth and students in these struggles, and in earlier struggles in the region (e.g. pro-democracy protests in Iran).
3. That one exciting development is the setting up a new Egyptian Federation for Independent Unions, including workers such as the tax collectors whose militant struggles in the last decade paved the way for current events. In Tunisia, too, the unions have been central.

4. That these revolutions are part of the same struggle as the student protests here – the beginnings of an uprising by workers and youth against the neo-liberal capitalist order and governments' attempts to make us pay for the economic crisis through cuts and attacks on our rights. They show the kind of methods we will need to defeat the Coalition.
  5. The pro democracy uprisings taking place in Egypt, Tunisia and across the Arab world are an inspirational example of people power and a cause for celebration for progressives across the world.
  6. After enduring decades of torture, corruption and barbarity the people of Tunisia and Egypt have risen up and successfully ousted their Western-backed dictators Ben Ali and Mubarak. These heroic acts have cost the lives of hundreds of pro-democracy protesters and have further inspired millions of people across the Arab world and the Middle East to rise up against their own dictators.
  7. The West have consistently supported dictatorships in the Middle East to serve their own interests and are now seeking to ensure these uprisings do not result in governments hostile to the West's colonial aspirations in the region.
  8. There must be no US or British intervention in the Middle East and North Africa: the future of Libya, Egypt, Tunisia, Bahrain, Yemen and the rest of the Arab world must be determined by the people of those countries alone.
  9. The actions of the Egyptian and Tunisian people have shattered the racist myth peddled by the West that Arab people are backward, reactionary and need to be 'civilised' by US military interventions such as the Iraq war.
  10. The British government should call for free and fair elections for all states in the Middle East – all opposition parties should be legalised and given full rights to organise and stand. Cameron's talk of 'reform' and not democracy reveals his lack of support for the people in the region and should be rejected.
  11. 2011 has seen revolutions and uprisings across North Africa and the Middle East, characterised by mass protests, strikes and direct action in the face of deadly police repression. As of February 20 two dictators
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- had been brought down.
12. The majority of the dictatorships concerned are allies of Britain and the US. Egypt is the second-highest recipient of US military aid in the world. British police have provided training to security forces in Bahrain and Libya which have murdered hundreds of demonstrators.
  13. We stand unequivocally on the side of those risking their lives to fight for freedom, justice and dignity and against the regimes that repress them.

### Conference resolves

1. To build links with student and workers' organisations in Tunisia and Egypt.
2. To salute the millions of brave people in North Africa and the Middle East that are rising up against tyranny, oppression and dictatorship
3. To demand an end to the British and US support for dictatorships all across North Africa and the Middle East.
4. To actively oppose US and British military intervention in the region – no Iraq in Libya.
5. To congratulate those involved in revolutions against Ben Ali in Tunisia and Mubarak in Egypt and to campaign in solidarity with those struggling for change throughout the region.
6. To organise speaking tours of youth and student activists from these revolutions in our campuses.
7. To investigate and campaign against all support for these regimes by the British government and businesses and organisations based in Britain.

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### Freedom for Palestine

#### Conference believes:

1. Israel's continuing oppression of the Palestinians has been compared by South African trade unions and activists including Desmond Tutu to the Apartheid regime.
2. Israel does not allow Palestinian refugees or their descendents to return to the territory from which they were expelled in 1948. The population of the Gaza strip is subject to a blockade described by the Director of UNRWA Operations as a "Medieval siege".

3. Palestinian organisations have called for a policy of boycott, divestment and sanctions against Israel. The TUC supports a boycott of goods produced and companies operating in Israel's illegal settlements.
4. Israel's attack on Gaza, launched in December 2008 killed over 1,400 Palestinians - more than 300 were children. Gaza's general infrastructure including schools, universities, hospitals and homes suffered enormous damage.
5. Since 2007 Israel has imposed a blockade on Gaza which violates international law and leaves the people of Gaza short of food, medicines and other vital supplies such as cement. The damage caused by Israel's attack cannot be repaired.
6. The humanitarian crisis in Gaza has had a detrimental impact on students. Gaza's electricity supply is controlled by Israel and shut-down for several hours most days, making it difficult for students to study. Moreover, the blockade means insufficient quantities of educational equipment, such as paper, desks and books, reach students.
7. The Trade Union Congress – representing 7 million people – has strongly condemned the siege on Gaza.
8. The National Union of Students has so far refused to join the growing movement in support of Palestinian human rights. For example, the NUS leadership refused to condemn Israel's war on Gaza in 2009 and failed to condemn the killing of 9 civilian peace activists onboard the Mavi Marmara – the international aid flotilla to Gaza - in May 2010.

### Conference resolves

1. To demand freedom for Palestine, calling for an end to the siege of Gaza and occupation of the West Bank and the right to return for all refugees.
  2. To encourage unions to twin with universities in Palestine and to send an NUS delegation on future convoys to the Gaza strip.
  3. To strongly condemn Israel's siege on Gaza and actively campaign for it to be lifted in accordance with international law.
  4. To support the Palestinians' right to education by building links with students at the Islamic University of Gaza and other educational
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institutions in Gaza.

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### **Local Action First**

#### **Conference Believes:**

1. Students form a large part of the local community and therefore the Union should have a significant role as major stakeholder acting as a link and providing representation
2. The perception of students locally and nationally is vital for students to be accepted as valued members of society during their time of study
3. While many students maybe sympathetic to the causes of International and Global issues, much can be done locally that will be of direct benefit to our students
4. Global issues that do not directly affect students as students are hard or impossible for unions registered as charities to support
5. Local community and citizenship issues directly affect students as students

#### **Conference resolves:**

1. To prioritise achievable local campaigns
  2. To consider at how every campaign directly impacts students locally to make them relevant to all unions
  3. To provide further resources to support work done around policies Neighbourhoods, Local Citizens and Safe and Cohesive Communities and make them useful and relevant for all unions
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### **Don't Attack Iran**

#### **Conference Believes:**

1. Students have made up the backbone of the anti-war movement since the invasion of Iraq in 2003, highlighted by the fantastic student turnout on the NUS-backed Stop the War demonstration on 8 October 2007.
2. There are indications that a military attack on Iran has been planned and could be executed before George Bush leaves office in 2008 and that this military attack would target Iranian military, economic and civilian infrastructure and might include the use of tactical nuclear strikes.
3. The IAEA has found no evidence of a

weaponisation programme in Iran and the US intelligence has estimated that Iran is at least 10 years away from obtaining a nuclear weapon. However the US, supported by the UK and France, is insisting Iran cease uranium enrichment or face more sanctions. The military option is still kept ominously open.

4. The "war on terror" has been a disaster for the peoples of Iraq and Afghanistan with up to a million people killed in Iraq alone, and over a million people died as a result of sanctions on Iraq.
5. As the nuclear accusations begin to lose credibility, the US has been systematically attempting to implicate Iran in Iraq's problems, to extend the war across the border.

#### **Conference Further Believes:**

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


#### **Conference Resolves:**

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

#### **NEC believes:**

1. Trade unions are integral to democracy to give workers a voice.
  2. A significant number of countries across the world are attacking the rights of students and trade unionists.
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3. Trade unionists and activists, especially those involved in campaigns to promote and safeguard public education or human rights, in certain countries, are at greatest risk.
  4. That campaigns to unionise students will only be effective if the unions are seen as a force through which workers can fight and win.

**NEC resolves:**

1. To name and shame companies that prevent workers from joining trade unions.
  2. Pressure companies to change its way through lobbying and boycotting.
  3. Work together with the Trades Union Congress (TUC) to highlight the importance of trade unions amongst our members.
  4. Produce a series of resources to encourage students to become trade unionists.
  5. To encourage students' unions to join their local Trades Council.
  6. To lobby individual Students' Unions to support the work of the Workers Rights Consortium.
  7. To campaign to ensure that all affiliates do likewise.
  8. To fight poverty pay in our students' unions by campaigning to ensure that all affiliates pay all their workers at least £8 an hour.
  9. To campaign for the abolition of all the anti-union laws, which make trade unionism only semi legal in Britain. We will oppose the introduction of any new anti-union laws by the Coalition government. We demand a positive legal chart of workers' rights: to strike, picket, take solidarity action.
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## Union Development zone policy

### Creating a generation of change makers

#### Conference Believes

1. Involvement breeds more involvement, and the current level of activism amongst current and future students should not be allowed to drift away.
  2. That without activism students' unions lose their ability to be change makers
  3. Active members improve students' unions, and active students' unions improve NUS, therefore NUS should support students' unions to have active members as that benefits us all
  4. Students should feel empowered to lead on issues which matter to them, and we should let them decide what those issues are rather than trying to impose our agenda onto them
  5. That there is no excuse for letting this sense of activism dissipate
  6. That students across movement made an emotional investment to the student movement and NUS should capitalise on this
  7. That the best way to keep students involved is to engage them on a local and personal level
  8. That NUS should help students' unions build local campaigns to engage new found activists and student leaders on the ground
  9. NUS should be delivering sessions sympathetic to local union demand; too often NUS has designed well intended sessions but arranged to deliver them during exams periods or after term ends, or just too slowly to meet local campaign needs
  10. When self-organised Liberation Campaigns have not existed on campus for some time, it is hard to develop the skills or messages to attract or retain engaged liberation activists while respecting their autonomy
  11. That the wave of demonstrations, protests and occupations over the past few months represent a turning point for our movement
  12. That unions locally have had campaigns on fees and cuts strengthened by links with schools, community organisations and trade unions
  13. That organisations such as UKUncut, CAAT, Amnesty and UK Citizens have broad membership and their campaigns can be strengthened through our activists and the collective power of our broad membership.
  14. NUS Annual Summer Training is too focused on the experience of the 18-25 UK Undergraduate Student.
  15. International, Part-time, and Postgraduate students make up a considerable number of student members.
  16. International, Part-time, and Postgraduate students have significantly different issues from the 18-25 UK undergraduate students, many of which require unique approaches.
  17. Despite many campaigns and interaction by the International, Postgraduate and Mature and Part-time Students' Campaigns, Full-time sabbatical officers are still not engaging with these campaigns in ways needed for their success and dissemination amongst the student body.
  18. While issues on International, Part-time, and Postgraduate students should be led by International, Part-time, and postgraduate students, there are issues of capacity in many institutions based on representative structures and funding for staff support.
  19. The International, Part-time, and Postgraduate Students' Campaigns need informed, supportive and enthusiastic sabbatical and part-time student officers, many of whom become so after completing a NUS summer training programme.
  20. That NUS has been good at mobilising nationally, and lobbying effectively nationally- but as cuts hit locally, and our local councils inherit the cuts, we need to be more supportive of local anti cuts movements- providing advice, inspiration and support to local fights
  21. That in order to maintain momentum we need to provide activists with a range of tactics and activities to reflect their different tastes in terms of involvement- not everyone is happy or able to go on a demo, not everyone is satisfied with simply signing a petition
  22. Through our mass membership we have the ability to place demands and influence governments and some of the world's biggest corporations
  23. That NUS does not have to own and run every activity but it should be showcasing the work of our members, and celebrating their successes locally
  24. That students have led the way in resisting the coalition's draconian cuts, but we will only be successful if we build broad coalitions.
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### Conference resolves:


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


against cuts, as well as those campaigning on issues of social justice through student groups and societies

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

### The Future of Students' Unions; surviving and thriving

#### Conference Believes:

1. The education system is under attack.
  2. Students' unions do not exist in isolation from their institutions, and the wider education situation
  3. Now more than ever students need strong local students' unions to help them face the future of higher education
  4. That the student movement needs to be ready to justify its existence in 3-5 years time
  5. To exist in 5 years time Students' unions are going to need to be agile and flexible
  6. With the dramatic cuts to higher education we need to be ready to justify why we shouldn't face the same cuts locally that education is facing nationally
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7. Students' unions funding models are often traditional and this means that we are vulnerable

8. Students' unions can't afford to fail their members at a time like this

9. The Strength of NUS is determined by the strength of its members, which is why we can't afford to let one students' union fail

10. That NUS should hold a mirror up to students' unions to be more honest and critical in their feedback in order to improve delivery for their members whilst helping them focus on their core purpose

11. That there is a demand from the membership for NUS to take a lead and offer more examples of best practice in challenging times.

12. That in future one size models will not fit all but that each Constituent Member will require more specific and personal governance structures

13. That all students' union trustees should receive specific training

14. That all external trustees should receive an introduction to the movement

15. It is becoming more difficult to stand up to University arguments about why areas such as sports, societies and volunteering should not face funding cuts

16. It is important that all unions are able to justify these important extra-curricular areas because they are vital to the student experience, creating social capital and developing thousands of people every year

17. Students' unions funding models are often traditional and this means that we are vulnerable.

18. From this year, every Students' Union has their own independent charitable status.

19. Students' unions need to be given the tools to reduce their over reliance on their block grants, and instead use their new independent charitable status to fundraise for their activity and initiatives.

20. NUS and Students' Unions are democratically legitimate and are important to the learners they represent

21. Previous Conservative Governments have challenged the legitimacy of NUS and Students' unions

22. Previous Conservative Governments have tried to make students' unions operate on an opt-in rather than an opt-out basis

23. Where other countries' students' unions have been forced to become opt-in the results have been disastrous, most notably in Australia

24. David Willetts describes students unions as being part of the "fabric of universities" and we should welcome this.

25. The Young Britons' Foundation- which has the aim of spreading conservatism through schools, colleges and universities- hosted an event titled 'Students' union Elections'

26. Donal Blaney, the founder of the YBF, wrote an article titled "its time to rein in students' unions and the NUS" in which he wrote that "The criminal damage wrought in Westminster today highlights the way in which colleges, universities and students' unions have become hot-beds of extremism – be it Islamist groups actively preaching hate and violence or the new generation of pampered middle-class trustafarians who are desperate to separate themselves from mainstream society."

27. A series of parliamentary questions and freedom of information requests have occurred with the aim of undermining NUS and students' unions

28. NUS and Students' Unions may end up in the fight for their lives and we must prepare to defend ourselves

29. That students' unions, through NUS, need to "step up to the plate" to prove and demonstrate legitimacy and impact in the face of these attacks

### **Conference Resolves:**

1. NUS will provide personalised information on what impact cuts will have to each institution, and will work with each union to create a strategy to survive and thrive in the coming years


2. Where students are not getting enough from their local students' union NUS will help them to get involved and to change it for the better,

3. Students' unions need to diversify their income streams, and NUS should lead the way on this by reducing its reliance on affiliation fees

4. NUS will create an online talent bank for members of staff in students' unions, trustees and friends of NUS to register their areas of expertise in order to share their services with other students' unions.

5. NUS will give explicit advice to students' unions in how to diversify income streams and



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- will point out where current funding models are unsustainable
6. NUS will facilitate the sharing of best practice in relation to fundraising at a regional level.
  7. NUS will give members access to staff members with expertise in crisis aversion and management.
  8. NUS will offer a toolkit for students' unions helping improve board officer awareness of board level responsibilities
  9. NUS will offer detailed guidance to students' union officers with responsibility for performance management and organisational leadership
  10. NUS will offer an introduction to the student movement for external trustees
  11. To produce a 'winning the arguments' briefing for students' unions who are facing funding threats to their student activities
  12. NUS will provide practical advice, assistance and staff support on fundraising in Student's Unions, linking in with local charities and charitable trusts.
  13. To defend itself and its constituent members against any attacks upon our legitimacy or autonomy
  14. To reshape the NUS led students' union quality model such that the management, and finances of students' unions can be independently and regularly assured for all unions
  15. To develop tools to enable students' unions to better measure and promote their impact on students and their education

### **Finding the voices of the unrepresented millions**

#### **Conference Believes:**

1. That across the membership of NUS, many students don't fall in the traditional 'students' union' model.
2. That irrespective of any constitutional requirement, our first responsibility to every student is that they are represented
3. That no single student should feel isolated, irrespective of geography and learning method.
4. Collectivism means that we should be as willing to defend the rights of that single student as we would be to defend a student in a large, well resourced students' union.
5. That under current government plans in place the school leaving age will rise to 17 in 2013 and


- then rise to 18 in 2015, our membership will greatly increase and become even more diverse
6. The majority of our members are work based learners and are underrepresented by NUS and do not know that they should be represented by NUS
7. Where students' unions don't exist we should not force traditional models on students at the expense of immediate representation

#### **Conference Resolves:**

1. NUS will accept into membership, through any mechanism possible, any individual student in further or higher education in the United Kingdom
2. NUS will move towards an individual membership model for Work Based Learners for whom the students' union model is not accessible or suitable
3. That income generated from membership of work based learners will be ring-fenced for representation for these learners
4. NUS should create a hardship fund for non-traditional, further education and small and specialist students' unions to engage in training and organisational support, to be included in the estimates for 2011-12 by the NEC.
5. NUS should release guidance for students' unions with provision delivered at other further education institutions on how to create legitimate representative structures
6. NUS will mandate the Vice-President Union Development to report on the involvement of work based learners in January 2012, explaining how NUS will change its structures to the unrepresented millions
7. To introduce individual membership and/or alternative group membership models for work-based learners, students at institutions without students' unions and any other students for whom the traditional students' union model is unsuitable;
8. To devote additional NUS staff time and financial resources to developing representation for work-based learners and students without access to a students' union

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





### **Conference Believes:**

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

14. There is also a role for NUS to help Universities to develop and accredit their own skills recognition schemes as local support and advice is likely to be faster and more sympathetic than nationally designed and administered ones.


### **Conference Resolves:**


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

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## **Finance, New Income & Fundraising**

### **Conference Believes:**

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


### **Conference resolves:**

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

#### **Conference Believed:**

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

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


#### **Conference Further Believed:**

1. NUS already sends out a religious festivals calendar but this is not as effective as it could be as continued clashes occur.
2. The best examples of good practice around catering for religious minorities come in those student's unions that consult openly and honestly with their faith societies
3. Our generation carries a great responsibility. If we are to avert the worst effects of climate change we must take radical action now.
4. The student movement has an impressive history of campaigning against national and international injustice and has made some great wins.
5. Action on climate change has been an issue that has united thousands of students across the country who feel passionately about the environment, but NUS has not represented this or provided a forum in which these issues can be debated and acted upon.
6. That one indicator of a strong and active students' union is its commitment to environmental issues

#### **Conference Resolved:**

1. Re-affirm support for NUS Liberation campaigns, defend their autonomy and resources.
2. Work with religious and cultural student bodies to ensure events are timed appropriately, with necessary prayer facilities and food provision.
3. Support students' right to organize on campus. Oppose measures that unfairly stigmatise any group of students or restrict their legitimate activities.
4. Support initiatives such as Student Go Green week, organized by People and Planet and the

- Mayor of London; work with NUS's Sound Impact programme to encourage students' unions to improve their environmental performance.
  5. Support the VP Further Education in campaigning for improved student union representation in FE.
  6. Campaign for student unions to be guaranteed a fixed minimum proportion of their institution's government funding.
  7. All NUS and NUS's events shall abide by a Safe Space Policy, drawn up by the NEC, with direct input from all the Liberation Campaigns, which shall include strict guidance (and not be limited to) on appropriate social events, which shall not include the objectification of women, contain homophobic innuendo or be inaccessible by disabled students.
  8. Where an event has alcohol present, there shall be a suitable non-alcoholic alternative offered at the same level.
  9. There is no place for sexism in our students' union!
  10. Organisation or events, which break this policy, shall be condemned and exposed and ultimately the NEC shall consider boycotting them.
  11. AMSU shall be encouraged to support this policy and promote it within Constituent Members and their own organisation and mailing lists.
  12. For NUS to consult with the representative student faith groups on how the current system can improve
  13. NUS to send out the religious festivals calendar as early as practicably possible for 2008 to give Student Union's the maximum amount of time to organise for freshers' events.
  14. For the National Secretary to attach a letter to the religious festivals calendar with best practise guidelines and the contacts of the major student faith groups
  15. That NUS needs to grab the agenda and provide leadership on communication, targets, research and policy.
  16. That NUS needs to take the lead in creating a think-tank on climate change for the Further and Higher Education sector, bringing together the relevant bodies within the sector.
  17. That NUS continues to endorse the Sound Impact Awards as a fantastic tool to improve the environmental practices of students' unions
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18. That we celebrate the success of the 2007 Sound Impact Awards Scheme where Loughborough, Goldsmiths and Queen Mary's achieved the Gold Award
  19. NUS works with the EAUC and all other relevant organisations to improve the sustainability of colleges, directly impacting upon students' unions in FE
  20. NUS will systematically reduce its own carbon emissions as an organisation

### **The Constitution, it's certainly not for dummies**

#### **Conference Believes**

1. Constitutions are legally binding documents that clearly aren't written for the general public to refer to or work from.
2. Students' Unions nationally (including NUS) talk about widening participation constantly, and see it as a key driver for improving representation, but expect students' to get involved when information like the constitution is unclear or written in complicated language.
3. In many Union's nationally, a key area for improvement is democracy. How many members get involved in the democratic processes locally if they do not understand how to, or information is unclear.
4. NUS needs to grow the "average student" involvement both locally and nationally by making involvement easier to understand and break down
5. As Union's are becoming registered charities, they are expected to re-write constitutions to comply with charitable memoranda. This, again, is not an easy to digest document.

#### **Conference Resolves:**

1. NUS should work with Unions to help produce "Student Friendly" constitution documents, clearly describing key sections, how to submit motions, and get involved in all areas of Union activity as outlined in the constitutions.
2. NUS should also make a "People Friendly" version of their governing documentation, meaning the "average student" can easily give feedback and input on policy locally and nationally.

### **Mission Groups**

#### **Conference Believes:**

1. Mission groups are a notable network for full time officers from similar institutions to share best practice and make impact on common academic issues that may face them.
2. Students' unions used to have strong regional networks before the governance review changes.
3. It often gets forgotten that some Students' unions don't belong to any mission group and they lose out on the benefits.
4. That there should be more collaboration and discussion between mission groups and those unions that don't belong to any in order to break down the barriers.
5. Many of the campaigns and issues we discuss are sector wide, not overstating our differences but appreciating and supporting mission groups' ability to distinguish specific issues and provide tailored support.
6. In a post-Browne world the importance of the student movement not allowing two tiers of sector to emerge, but for NUS to facilitate, support and aid discussions across different parts of the sector.


#### **Conference Resolves:**


1. For NUS create a way of proactively supporting unions that may not currently have a network/mission group.
2. To encourage and help facilitate Students' union mission groups sharing best practice, detailing discussions and promoting positives.
3. That Education Information would be a good way of capturing a summary of discussions at mission group meetings and circulating to whole membership. This would allow the committees of mission groups to be better known as well as facilitating cross mission group best practice.
4. The need for mission groups' work to be better captured and communicated via NUS connect as some issues discussed are of great value and importance to the whole student movement.

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### **Wednesday Afternoons**

#### **Conference Believes**

1. That students need an opportunity to develop themselves outside of academia.
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2. That a free Wednesday afternoon will provide opportunities for students to involve themselves in sport, Societies, voluntary work, jobs, child care or even work experience.
  3. That despite the above, there are still many students being penalised for taking part in recreational activities.
  4. That a wide range of extracurricular activities makes a student more employable.
  5. Wednesday afternoons have traditionally been kept free of lectures by Universities for students to engage in extracurricular activities (particularly sport) to add value to their degrees.
  6. In recent years many Universities have began scheduling lecturers for Wednesday afternoons, meaning students have to choose between their studies or their activity.
  7. Many Students' Unions have held campaigns to keep Wednesday's free in their institutions.
  8. The membership understands the importance of students taking part in activities in addition to their studies and the employability benefits such activities bring.
  9. There should be a nationwide campaign led by NUS to put pressure on Universities to keep this tradition.

#### **Conference Resolves:**

1. That NUS should lobby for Wednesday afternoons to be kept free for more reasons than simply participation in sport.
  2. That free Wednesday afternoons will aid student welfare
  3. That a movement towards student engagement in the local community on a Wednesday will improve public perceptions of students.
  4. That the NUS should work in partnership with BUCS with an end goal of Universities agreeing to keep Wednesday's free for students.
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#### **Engage the alumni:**

##### **Conference Believes**

1. Alumni is an important part of UK university/college community, but are rarely discussed expect for fundraising activities of the university/colleges


2. Most alumni activities are country based, only met on an annual basis for networking purposes between alumni themselves.


#### **Conference resolves:**

1. Lobby university/college to create a prospective alumni database among current students to lay a good foundation of effective alumni network before they graduate.
  2. Lobby university/college career centre to create a Alumni Employability mentoring scheme, to link alumni who have years of real world working experience to mentor current students who are interested in working in the same professions as the alumni mentor, so as to enhance the employability of current students, while keep alumni closely linked with the university/college.
  3. Lobby university/college international office to create a country based alumni database, to use the global alumni network of the university to promote the recruitment of international students based on different nationality.
  4. Lobby for the joint partnership between students unions in the establishment of effective alumni network with the university/college.
  5. Lobby for universities/colleges to create more initiatives to encourage alumni to contribute to the long-term sustainable development of students union through sponsoring various students' unions campaign, project and activities.
  6. Lobby for NUS to create a campaign toolkit on effectively engaging Alumni, share best practice on how students unions can effectively engage alumni, to allow them to make greater contribution to the development of university/colleges, current students and students unions.
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#### **National Nursing Campaign**

##### **Conference Believes:**

1. There are huge problems with academic failure and lack of support for nursing students, across all institutions; they make up 20 % of cases at KUSU student support.
  2. Many nurses are on placement for half the year and do not have the Wednesday afternoons off, as a result they are very unlikely to be
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involved with their Unions, societies and sports clubs.

3. Nursing placements are often some distance from the institute therefore reducing the amount of contact time for face to face support with their institution to a minimum

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

5. Nursing failures are of epidemic proportions, especially those on DipHe Nursing routes where the minimum entry grade can be as low as 5 A\*-C GCSE's.


6. Whilst on placement there is the added pressure to meet the demands submitting and preparing for assessments leads to academic failure, academic misconduct and stress related illnesses – especially students with learning difficulties.

7. Nursing students can be course terminated outside of academic failure through the means of 'fitness to practice'. These are quite rare (half of students at KU Nursing were subject to FTP)

therefore students' union advice centres need better guidance to support these students.

8. Kingston Hospital are cutting 214 nursing posts and St Georges' Hospital are closing 3 wards and cutting 500 staff, including doctors, nurses and midwives.

#### **Conference Resolves:**

1. To create an NUS Nursing Campaign to address the widespread problems with nursing
  2. To look at integration of nursing across many Unions and their campuses to increase nursing representation
  3. To provide students unions with information on 'fitness to practice'
  4. To work with trade unions to protect placements and future jobs for current nursing students
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## Welfare Zone Policy

### Motion - Shifting the focus


#### Conference believes:

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

of the student.

9. Accommodation is a major factor influencing the student living experience.
10. Although there are a wide range of housing issues affecting students, NUS should focus on those that hit students hardest.
11. Students will be unable to study if they are priced out of accommodation.
12. Local councils should be working with MP's to drive up the standard of HMO's and put more responsibility on landlords to maintain standards, and not be left to deal with after tenants complaint

#### Conference resolves:

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

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## **Motion: Getting to the Heart of Student Health**

### **Conference Believes**

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

### **Conference Resolves**

1. For NUS to develop a 'Health Gateway' – an online portal that would link through to a number of organisations who could provide information, resources and campaign materials to CMs.
2. To build a healthy students' union model – a framework for how students' unions can audit


their effectiveness impacting positively upon student health.

3. To work with NUSSL and offer guidance and resources to support students' unions becoming responsible retailers
  4. That NUS should work with British Universities & Colleges Sport (BUCS) to champion the positive health impacts that sports and recreational activities can have, whilst helping to limit the negative impacts.
  5. To affirm our stance against commercial pub crawls and damaging to individual health and safety, local services and community relations, as per previous policy.
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## **Motion: Help! We can't afford our education! Protecting students' financial support in a time of cuts, cuts, cuts.**

### **Conference Believes**

1. That the Access to learning Fund has been victim to incremental cuts for the last five years, and was cut by £5million last year.
2. That as the Government's cuts to benefits and the education sector come into effect, there will be more students in need of financial support to complete their course, including EMA and ALG.
3. Non completion will have an increasing risk for students as their contributions increase.
4. That the EMA is a vital source of financial assistance for students - particularly in light of changes to child benefit - that enables people to access education.
5. That without EMA students may not be able to afford college, thus restricting their educational attainment.
6. That changes, restrictions and cuts to a whole host of benefits will hugely impact on our members, particularly disabled students and students with children. There will also be large numbers of part time students affect by these cuts.
7. That transport is an essential for students, but in some areas it is very costly to travel to university or college
8. That the scrapping of the EMA in particular highlights the need for affordable travel
9. That with the upcoming mayoral election in

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- 2012 it is essential the student discount for London oyster travel remains in place, and that candidates are held accountable for this
10. That bike schemes should be affordable for students, but currently isn't in London
  11. That many mature students are unaware that the 16-25 railcard is available for them
  12. Students from across the UK are able to apply for a Student Travelcard in London which gives them up to a third off weekly, monthly & yearly travelcards for public transport in London
  13. Increasing the number of students cycling is beneficial from both a health & environmental perspectives

### **Conference Resolves**

1. For NUS to lobby Government and sector bodies such as the SLC to ensure that there is clear and well positioned information, advice and guidance for prospective, current and past students in FE and HE about what changes to student support will have and what they will receive.
2. For NUS to engage with SLC to redesign the student loan package, including campaigning for changes to payment arrangements, such as monthly instalments.
3. To continue to survey and review the impact that benefits cuts are having on our members and use this evidence to lobby and campaign to decision makers.
4. To continue to campaign to save EMA and work with the Further Education Zone to reinstate this crucial support for so many of our members.
5. To work with the NHS and other governmental departments on the reviews taking place of support for those training for professional practice.
6. That NUS should lobby for a national student discount on transport, or free travel, not only for students studying in a particular city or town but also for students who come from those areas but study elsewhere
7. That NUS should work with national rail to ensure the fact that the 16-25 railcard is available to mature students is clearly advertised
8. That NUS should campaign to make sure the student Oyster discount remains in place and affordable travel for students in London is


- high on the mayoral agenda
9. That NUS should lobby for more affordable bike schemes
10. To campaign and actively encourage Transport For London to offer subsidised Barclays Cycle Hire membership for students, in order to encourage healthier transportation methods.

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### **Championing the diversity of our movement Conference Believes**


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




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- out onto the streets.
9. Over the past few years the BNP has seriously contested elections all over the country. The two BNP MEPs elected in June 2009 have brought the party financial benefit in the form of their salaries and staffing and expenses allowances.
  10. Racial and religiously motivated crimes rise following the election of Racist and fascist candidates.
  11. Racism is soaring in society and our campuses are not immune.
  12. The changes to police powers means citizens who are stopped will no longer receive a receipt, making it easier for the police to continue over-policing Black communities without being held properly accountable
  13. Cameron's comments on multiculturalism are part of a wider reactionary campaign to whip up racism and scapegoating of Black people, Muslims, asylum seekers and immigrants for ideologically motivated cuts, and was welcomed by BNP leader Nick Griffin and EDL leader Stephen Lennon.
  14. Cameron's speech was made on the day the English Defence League (EDL) brought its bigotry and violence to the streets of Luton. Mainstream Islamophobia fuels the growth of fascist organisations and racist violence.
  15. Britain was built on 1000 years of immigration
  16. Our multicultural society built on respect and solidarity is a cause for pride. We reject any moves to undermine it.
  17. The One Society Many Cultures campaign was set up to challenge racism and celebrate multiculturalism.
  18. That thousands of students have mobilised to confront the EDL – but not with the support of their national union.
  19. Street mobilisations must be linked to a general political struggle against racism, including the Coalition's anti-migrant policies, pandering to these policies by elements of the Labour leadership and the growth of anti-semitism and Islamophobia – and a struggle against the cuts and social conditions which are feeding the far right.
  20. The BNP is gaining a growing profile and significant has gained record electoral support on the back of growing racism in recent years and has sought a number of high profile

- debates on campuses, to extend its influence amongst students.
21. Conflating domestic multiculturalism with international security is inaccurate and legitimises the right-wing xenophobic agenda.
22. Speaking of Muslims as a culturally separate entity, and alienating an entire community, is counterproductive to social cohesion.
23. NUS should take a lead in promoting multiculturalism and the exchange of differing views on campus in order to safeguard and protect students, from all backgrounds.
24. In a recent report by UUK, the advice to allow extremist speech and speakers on our campuses should be challenged in regards to concerns over safety over some students when these events might take place.
25. Only by building local relationships, empowering communities to provide a more positive alternative to the politics of despair and giving confidence to those who dislike racism can we defeat fascism. As a student movement we have succeeded in challenge the myths and lies put out by extremists, but we can not be complacent.

### Conference Resolves

1. To work with the Liberation Campaigns on campaigns to champion diversity and campaign against discrimination on our campuses and in wider society
  2. To campaign – in partnership with Liberation campaigns - against any dilution or limitation to the Equality Act.
  3. To publish advice and guidance for students' unions on how to ensure we are creating accessible services and experiences for all students, and enshrining rights in policies and procedures.
  4. To maintain links with the Equality Challenge Unit
  5. To continue to support SUs with their Interfaith work and events and encourage SU's to promote interfaith activities
  6. Implement the recommendations of the Hate Crime report
  7. To ensure that we are reflecting the society we want to see through championing diversity within our own students' union staff and officer profile and working practices
  8. To help students' unions organise Love Music
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- Hate Racism and Love Music Hate  
Homophobia gigs and festivals to help foster  
a culture of anti-racism and solidarity on our  
campuses.
9. To improve diversity training for Union  
officers, ensuring students of all cultural, faith  
and religious backgrounds are a welcome part  
of campus life.
  10. Provide a series of briefings on how to tackle  
the threat of fascist groups on campus.
  11. Work with UAF and the NUS Liberation  
Campaigns to mobilise students to defend  
the Muslim community under siege to  
confront the EDL and other racist, far right  
groups and drive them off our streets.
  12. To add NUS to the signatories of the  
statement initiated by Unite Against Fascism  
(UAF) in defence of multiculturalism.
  13. Affiliate to One Society Many Cultures and  
work to organise celebrations of  
multiculturalism on campuses.
  14. Support students' unions that are facing an  
increased presence of EDL and BNP  
supporters on campus.
  15. Encourage students to register to vote in  
order to ensure that fascists groups are not  
electorally successful.
  16. Oppose attacks on civil liberties, cultural and  
religious freedoms including the right to wear  
religious symbols.
  17. Localise campaigning, working within the  
communities where the BNP and EDL are  
attracting support.
  18. To promote exchange of ideas between  
different cultures, promoting multiculturalism  
on campuses.
  19. To develop policies on how universities can  
accommodate diverse needs.
  20. To mandate NUS leadership to take a public  
stance against the government's policy of  
conflating culture with security.
  21. To ensure campuses are free for the  
exchange of ideas and combat any form of  
extremism.
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## **Motion: Looking out for our students**

### **Conference Believes**

1. Pastoral care is more than counselling  
services – it is also the support that students

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

### Conference Resolves

1. Continue Measuring Welfare research on the future of welfare services in a post Browne environment, which will report back to the welfare zone committee and conference.
2. The research should look at the issues such as collaborations, digital delivery of welfare services, external partnerships as well as working with institutions
3. To re-run the pastoral support research that the welfare zone has carried out this year, so that we begin to plot some of the changes to services over this period of cuts
4. For NUS to develop tools and resources to enable unions to audit and monitor the impact and value of their support services to assist with decision making, lobbying and signposting in the future.
5. To continue to issue information and encourage best practice and information sharing to ensure our welfare and student services are all providing excellent
6. Information and support to our members.
7. To continue work with AMOSSHE and NAMMS
8. To campaign for minimum standards for pastoral care in the government white paper on HE funding
9. To continue to campaign and support the Every Child Matters agenda.
10. To campaign for a basic level of service provision in FE.
11. To share best practice regarding strategic and preventative work to help to prevent students from getting into crises.
12. To work with students' union advice services to map what issues students are seeking advice on and to identify national trends.
13. To encourage students' union officers to develop close working relationships with student advisors (whether based in their institution or union), to enable unions to base their campaigns on local evidence.
14. To highlight issues when they arise and facilitate the sharing of best practice between

15. To support advice services to deliver awareness campaigns (for example Housing Weeks) alongside students' unions and in partnership with relevant organisations to free up welfare officers to concentrate on delivering change.
16. Call on the government to introduce caps on the total lending rates that can be charged for providing credit
17. To attempt to collect evidence of the growing problem from Students' Union Advice Services
18. To provide a briefing and to support students' union wishing to campaign on this issue.


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### Motion: Protecting internationalisation in our education system, fighting visa changes

#### Conference Believes:

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

#### Conference Resolves:

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

4. To campaign to allow international students to have work experience opportunities in the UK after finishing their studies.

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### **Motion: Students with dependents**

#### **Conference believes:**

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

#### **Conference resolves:**

1. That the title of Student Parents be changed to Students with Dependants
2. That the historic opinion that students are 18-21 be set aside to allow acceptance of the realistic diversity of individuals who make up the university population.
3. To ensure that going forward all

policies/decisions encompass the needs and voice of all students regardless of age, race, gender, disabilities AND personal situations.

4. To accept that individual needs may cross over between various areas of the NUS policy sections and this is why all student types/groups be considered when making proposals and ultimately decisions.
5. That father students, regardless of relationship status, should be represented equally as students with dependants as they are currently under-represented as parents.
6. That NUS lobbying on accommodation take students with dependants into account.
7. That the NUS should explore the creation of an internal pressure group for Students with Dependants

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### **Motion: Defend the welfare state**

#### **Conference Believes**

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

#### **Conference Resolves**

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

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### **Motion: Money**



### Conference Believes:

1. That most international bankcards charge a fee when payments or withdrawals are made abroad;
2. That when sending international currency to British banks, banks will not always use the best exchange rate;
3. That this Mastercard charges students:
  - i. 2.25% per load via bank transfer or debit card from the UK or abroad.
  - ii. 3.99% per load via credit card from the UK or abroad.
  - iii. £1 to withdraw cash from a UK ATM and £2.25 from an ATM abroad.
4. That the Endsleigh Mastercard exchanges currency at the associated Mastercard marked up rate, which is less competitive than high street facilities such as the Post Office.
5. That if Endsleigh offers a suitable product for International Students, and this is popular, high street banks will be inclined to match this offer in due course.

### Conference Resolves:

1. To lobby Endsleigh to redesign the Prepaid Mastercard for International Students so that
    - It uses competitive exchange rates when transferring international currency into an account.
    - It does not charge users to withdraw money at British ATMs.
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### Motion: Self Harm

#### Conference Believes:

1. The UK has one of the highest rates of self harm in Europe, at 400 per 100,000 population (Self-poisoning and self-injury in adults, Clinical Medicine (2002) cited in Samaritans Self Harm and Suicide)
2. As many as one in five girls between the ages of 15 and 17 had self-harmed and just under one in five adolescents - both boys and girls - has considered self-harm. (The Priory, 2005)
3. The majority of people who self-harm are aged between 11 and 25 years, with between 1 in 12 and 1 in 15 young people self-

- harming.(Mental Health Foundation)
4. Gay young men are at a higher risk of self harm than the general population.(Crawford et al 2002)
5. The most common methods of self-injury reported by both male and female subjects were scratching or pinching with fingernails or other objects to the point that bleeding occurred or marks remained on the skin (51.6%), banging or punching objects to the point of bruising or bleeding (37.6%), cutting (33.7%), and punching or banging oneself to the point of bruising or bleeding (24.5%).(Cornell University 2006)
6. There has been a rise in the incidence of self harm in the UK over the last 10 years, particularly in young women and men aged over 55 .(Hawton et al 2003)

#### Conference Further Believes:

1. That self-harm rates will increase due to the current economic climate and competition to enter universities.
2. Those due to the strains of education, and possibly social pressures students are at high risk of developing self-harming behaviours.
3. That people self harm on a regular basis without realising as most people do not know the definition of self-harm.
4. That there are very few, if any provisions for those who self harm other than a counsellor or nurse on college and university campuses.

#### Conference Resolves:

1. That March 1st is recognised as Self-Harm Awareness day in line with the U.S. campaign.
  2. That NUS work on campaigning for better support for those who self harm and educate students on:
    3. The causes and consequences of self-harm;
    4. The alternatives to self-harm;
    5. The help available to those who self harm.
  6. That NUS work with the NHS and other relevant organisations to collect statistical data on self-harm.
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## **Motion: Loud Noise and Hearing**

### **Conference Believes**

1. That many students are unaware of the danger loud music can be to their hearing.
2. That there are a number of simple ways to protect your hearing when listening to loud music.
3. That protecting your hearing does not mean needing to turn music down or to stop listening to it all together.
4. That exposure to loud noise above 85 decibels –can damage hearing over time.
5. That music played at clubs, gigs and concerts and on personal music players can reach volumes well above that level.
6. That hearing loss and tinnitus are currently irreversible.
7. That noise induced hearing loss is completely preventable.
8. That exposure to very loud noise is the biggest avoidable cause of permanent hearing loss, according to the World Health Organisation.
9. That most Students' Unions run events and entertainment for its students where noise levels will be high, risking damage to student hearing.
10. That RNID promote several safe listening practices to enjoy music safely:
  - Wear filtered earplugs to reduce the amount of sound energy reaching your ears without losing the quality of the music
  - Avoid standing too close to loud speakers in pubs, clubs and gigs
  - Take regular breaks from loud music and use chill out rooms, where available, to give your ears a rest
  - Think before you turn it up. What may seem like a small change in volume may actually be a big increase in the amount of sound energy reaching your ears.

### **Conference Resolves:**

1. To support RNID's Don't Lose the Music campaign.
2. To mandate the VP Welfare Officer to make sure that information about safe listening practices are available to all Students' Unions Welfare Officers.
3. To mandate the VP Welfare Officer to

promote safe listening practices at all zone and national Welfare conferences at workshops.

4. To mandate the VP Welfare to send safe hearing guidelines to Students' Unions before the start of each academic year.

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## **Motion: Schedule 7**

### **Conference Believes:**

1. Schedule 7 of Terrorism Act 2000 allows police officers at UK ports to detain, question and search people without any reasonable suspicion that they are terrorists.
2. Detainees do not have the right to remain silent or wait for their solicitor to arrive.
3. From January 2004- September 2009, there were over 10,400 examinations and only 43 convictions. People perceived to be from Asian backgrounds where disproportionately targeted.
4. The ECHR ruled against the UK's DNA and fingerprints retention which failed to distinguish between innocent and convicted people.
5. The coalition government proposes to retain the biodata of innocent people examined under Schedule 7
6. An independent reviewer of these powers noted power can be significantly reduced without impacting national security.

### **Conference Further Believes**

1. Schedule 7 is a draconian terrorism detention power of innocent people and ethnicity data shows it is being used discriminately.
2. Schedule 7 is an important tool for counter-terrorism but this lies in its being used proportionately.
3. Detaining those without reasonable suspicion for further examination is unjustified.
4. That the retention of biodata fails to distinguish between innocent people merely detained for questioning and those arrested or convicted of a terrorism offence.
5. Students are more likely than most people to be detained under Schedule 7 due to their frequent travel patterns and to countries under the spotlight.

### **Conference Resolves**

1. NUS should campaign for proportionate port

policing policy that strikes a clear distinction between innocent people and those suspected of terrorism.

2. To campaign for a review of the current police powers under Schedule 7 with all the relevant stakeholders.
3. To campaign especially for the right of innocent people to refuse to have their DNA & fingerprints.
4. To write to the Home Office, DBIS, IPCC and other relevant bodies to affirm the above.

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### **Motion: Mature Students' Rights**

#### **Conference Believes:**

1. 70% of the UK's students are mature students and the majority part-time.
2. There are more students returning to education at a later stage in their lives.
3. With the introduction of top up fees and having to pay for education this is a disadvantage to all students wishing to enter higher education.
4. There is a further burden on mature students, who often have additional costs, including mortgages and childcare.

#### **Conference Further Believes:**

1. Due to the nature of mature students they often have to work more hours in part time jobs in order to finance themselves through education.
2. Often mature students have to leave higher education due to financial reasons.
3. It is difficult for mature students to engage with union activity due to extra burdens on their time, linked into work and also childcare provision, and it is fundamental that all students have the opportunity to engage with Student Unions.

#### **Conference Resolves:**

1. To campaign for more financial support for mature students.
2. To campaign and lobby for a Government package for childcare allowance for students.
3. To actively encourage and help facilitate Student Unions' across the country to push their institutions into creating bursaries for mature students and those with childcare responsibilities.
4. To mandate the NEC to actively engage with mature students on all levels, and help and

encourage Student Unions to involve and engage with mature students at their institutions.


5. To carry out research to be able to see the current numbers of mature students, and also the problems faced, and the amount of mature students that have to leave education due to these problems
6. To research the impact of being a mature student with regards to National Insurance contributions, especially part-time students and to brief CMs via a "Working Students" briefing on the research and campaign as appropriate.
7. To lobby the government regarding students who lose out on NI contributions because they undertake education or training at the expense of some of their working hours.

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### **Motion: Students with children and caring responsibilities**

#### **Conference Believes:**

1. Despite the fact that student parents constitute a huge proportion of the student demographic, we often can't turn up to SU meetings/activities to make our voice heard due to a lack of family-friendly resources in SUs.
2. Some of student parents access needs can be easily and cheaply remedied by provision of simple facilities e.g highchairs and toys in cafes, baby changing facilities, a private area to breast feed.
3. Student mothers are doubly hit in terms of our tuition fees, as after having children women are more likely to do part time paid work (or no paid work at all) than before we had children. So it will take us longer to pay back our fees.
4. That there are a large number of student parents at Colleges and Universities across the UK – but we don't know exactly how many because the data is not collected nationally for some institutions
5. That practises vary a great deal across the FE and HE sector and that student parents' experiences vary from fantastic (sometimes) to horrific
6. That NUS has worked with NIACE and 4Children this year on a national research


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- project to identify problems within the sector, the scale of them, and to enable us to come up with demands for Government and for Institutions
7. That the Women's Campaign and the Welfare Zone have teamed up on this campaign
  8. Student Parents are an important part of our unions, however they consistently find barriers to accessing both education services and students' unions' facilities and democracy.
  9. If the financial and childcare burdens of mature students could be alleviated then it would leave to less mature students leaving education, and also allow for more interaction with their Student Unions.
  10. The number of people living in poverty doubled between 1979 and 1999 – almost 13 million people in Britain still live below the poverty line. (Source: End Child Poverty)
  11. Children have replaced pensioners as the most 'at-risk' group – there are now 3.8 million children living in poverty (1 in 3) with even higher rates in urban areas like London and Manchester. (Source: End Child Poverty)
  12. Poverty experienced during childhood has a lasting impact, often setting in a spiral of social exclusion, problems with education, employment, physical and mental health.
  13. Child poverty has a direct impact on access to Further and Higher Education. Children who grow up in poverty are more likely to leave school without qualifications.
  14. Lone parent employment has risen from 44.7% in 1997 to 57.2 in 2007, but is still considerably lower than other OECD countries (approx 70%).
  15. After having a child, parents may decide that they wish to change their career or have no other choice but to re-skill for a new one.
  16. While parents are studying at the moment they can claim income support to help them with the costs of being a student parent, which has been a driver for many parents to take on a course.
  17. The government is proposing that student parents who decide to re-skill but should apply for job seekers allowance.
  18. The conditions for gaining job seekers allowance are that the person has to be actively seeking a job and have the evidence of doing so.


19. While studying you are not actively seeking a job and therefore will not qualify you for job seekers allowance

#### **Conference Further Believes:**

1. That Student Parents are an asset to British institutions, to the British economy, and to local and national communities – and are essential if the Government are to reach their literacy, numeracy, and FE & HE targets.
2. That children of students should not be discriminated against because their parents are learning or training
3. That Student Parents should never be forced to live in poverty whilst studying
4. That the Government, Universities, and Colleges have a clear responsibility to work together to make sure that Student Parents receive good treatment across the sector
5. That the Government has pledged to half child poverty by 2010 and eradicate it by 2020.
6. That the Government is in danger of missing these targets. End Child Poverty is a broad coalition that campaigns to ensure that government adopts policies to effectively tackle child poverty.
7. This is due to take affect from October 2008 and will apply to any parent with children over the age of 12.
8. In 2009 it will be reduced to parents with children over the age of 10.
9. In 2010 it will be reduced to parents with children over the age of 7.
10. Black, disabled, women and mature students will be the groups that feel this the hardest.

#### **Conference Resolves:**


1. To work with Trade Unions, childcare organisations and others to lobby the Government hard on this issue
  2. For the VP Welfare to work with the National Women's Officer to come up with a lobbying strategy – involving external organisations, and including a press strategy – to get this show on the road!
  3. To campaign for the rights of student parents in accessing education and accessing their students' unions, producing a "Student Parents in the Union" guide including advice on removing barriers to democratic participation.
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4. Run an awareness campaign celebrating diversity of student parents, challenging false media conceptions of student motherhood with wide ranging images of student mums e.g. drag kings, disabled students, older women.
  5. Campaign for crèche facilities to be available at every union/college for children from 3 months and be open the same hours that the library is.
  6. Campaign for highchairs in every union, college restaurant, and bar
  7. Source information for CMs on manufacturers and installers of baby changing facilities and write a briefing for CMs about their responsibilities of provision of facilities required by law and government regulations, including the Equality Act Regulations.
  8. For a realistic grant to be awarded to student parents and carers to cover their childcare costs while studying, or volunteering for the union.
  9. Provide a briefing pack and training sessions on student parent needs
  10. Campaign for a caring responsibilities rep in every union.
  11. Lobby for a student parent voice as part of the Children's Plan.
  12. To become as Associate Member of the End Child Poverty coalition at a cost of £100.
  13. To play an active part in the campaign to End Child Poverty, highlighting the effects of child poverty on society and access to Further and Higher Education as well as the poverty and hardship faced by many student parents and their children as part of the coalition.
  14. Campaign for student parents to be allowed to claim income support
  15. Include this as part of the student parent project.
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## **Motion: Challenging Racism on campus and in our communities**

### **Conference Believes:**

1. Racism continues to rise across society, jeopardising the safety of all Black, Muslim and Jewish students. Last year, racially or

- religiously aggravated offences increased by 12%. The racist murder of students like Anthony Walker remain a stark reminder of the threat to students. Every racist attack must be condemned and students' unions should take steps to prevent them and support their victims.
  2. The fascist British National Party (BNP) has gained record electoral support on the back of growing racism in recent years and has sought a number of high profile debates on campuses, to extend its influence amongst students. The BNP stands in the tradition of Hitler's Nazis, seeks an all-white Britain, denies the Holocaust and its members are often linked to violence.
  3. Recent attacks on multiculturalism (the right to live as you choose as long as you do not infringe on others' rights) have demonstrated particular hostility to Muslim communities the freedom to dress as you choose is a basic civil right. Students of all faiths and none have the right to organise through student societies.
  4. Continuing calls for Asian and Muslim students to be spied upon are opposed by UCU, will add to discrimination and undermine work with all communities to isolate those who support terrorism. Students' Unions should help foster unity and co-operation with their faith societies.
  5. New legislation further restricting immigration rights is likely to stoke racist attitudes and make the lives of student asylum seekers like Flores Sukula, and international and migrant students more difficult.
  6. A number of worrying trends are developing nationally, which have their root in racist policy and rhetoric of the government and media.
  7. These include Islamophobic scapegoating, the tendency to "blame the victims" around issues such as gun and knife crime, and a subsequent growth of support for fascist organisations like the BNP.
  8. Much of the debate and discussion on crime and violence has revolved around the African-Caribbean community, with the use of phrases such as "black on black" crime, coupled with the idea that many black families are dysfunctional.
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9. In December, think-tank Policy Exchange's report alleging widespread extremism in mosques was proven largely fraudulent.
  10. Recent calls, including by Government ministers, to extend arbitrary stop-and-search powers for the Police would represent a disastrous reversal of efforts in the last decade to root out institutional racism.
  11. Many universities and colleges fail to meet their requirements under the Race Relations (Amendment) Act to actively challenge racism.
  12. A major part of the battle against racism involves unity and mass involvement amongst the student body. This has been embodied in the campaigns and events run by Love Music Hate Racism (LMHR).
  13. The British National Party (BNP) is a fascist organisation standing in the tradition of Hitler. Fascism stands for the extermination of Jewish, Black, LGBT and disabled communities, and political opponents, and the destruction of democracy and human rights.
  14. The BNP has 47 councillors and hopes to make further gains, including in the London Assembly, on May 1st.
  15. Rising racism is fuelling the BNP's growth. Where they are active racist attacks increase.
  16. The BNP are targeting campuses: including at the Oxford Union last November, when thousands of students protested against BNP leader Nick Griffin's invitation to speak

#### **Conference Further Believes:**

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

5. All who value democracy and multiculturalism should work to defeat the BNP.
6. Unite Against Fascism (UAF) is a national campaign to defeat the BNP by challenging the racism on which it feeds and uniting Black, Jewish and Muslim communities, LGBT and disabled people, Trade Unions, students and others.
7. By keeping campuses Nazi-free and mobilizing the anti-fascist vote, students can play a key role against the BNP.
8. No platform for fascists prevents the BNP gaining the credibility and publicity they crave. Following Oxford, some students' unions have seen their No Platform policies threatened or have sought to implement

#### **Conference Resolves:**

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

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### **Motion: Spying on Campus**

#### **Conference Believes:**


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

#### **Conference Further Believes:**

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

#### **Conference Resolves:**

1. That the NUS president writes a letter to the police, MI5 and home office opposing the anti-terror legislation and spying on campuses.
2. The NUS reaffirm the right of freedom of expression and provide free guidance literature to students, advising how to act if approached by security services
3. That NUS start a new campaign called 'War on Terror Week' to highlight the effects of such draconian anti-terror laws that exist in the UK.
4. That NUS start a new campaign called 'Stop Spying on our Campuses' to highlight the effects of such draconian anti-terror laws that exist in the UK. It will do this through a national campaign and provide materials and support to Students Unions



## **Annual General Meeting**

### **Putting FE into NUS Democracy**

#### **Conference Believes**

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

#### **Conference resolves:**

1. To provide more support to FE delegates who attend.
2. To provide a "FE friendly" pack for all FE unions to be sent to them via post or email in November.
3. That this pack will include (but is not limited to) a simplified version of delegate entitlements, what motions, amendments and policies are and how to submit them, what Zone reports and policy recommendations are and who they can contact for support.

4. That this pack should also include why it is important for unions to send delegates, the cost of sending delegates and safeguarding information.
5. That FE specific evaluation forms are introduced so NUS can monitor more closely how accessible democratic events are for FE in order to continue to break down barriers.
6. That these evaluation forms are also given to those who register delegates for conference (e.g. SSLOs).

#### **NEC off the stage**

#### **Conference Believes**

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

#### **Conference Further Believes:**

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

#### **Conference Resolves:**

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





## **National Executive Council policy**

### **London Student Representation Commission**

#### **The NEC Believes:**

1. There are 700,000 students across London.
2. When NUS changed its structures, it was promised a 'London Student Representation Commission' would be established. This has not happened.
3. Students in London need to campaign together to influence city-wide change, and they need NUS' support.

#### **The NEC Further Believes:**

1. London students currently have an ad hoc group of representational bodies to look after their interests.
2. Unions in London campaign for their students but have limited resources to campaign much wider than this – even though many problems facing London students can ONLY be solved at a wider regional or GLA level.
3. The one major successful London-wide student campaign of the last decade was to introduce the Student Oyster Card. Imagine what else could be achieved.
4. Student strength in London will benefit the whole movement through the ability to better mobilise at short notice, the ability to lobby Westminster directly and in person, and the ability to influence through press work and a reliable presence at various events that will inevitably occur in London.

#### **The NEC Resolves:**

1. To put together the 'London Student Representation Commission' and to have had a first meeting by the end of the current academic year 2009-10
2. For the VPUD to take NEC responsibility for driving forward the Commission
3. For the Commission to determine the following:
4. The scope of what London student representation could mean (e.g. would or could this include service as well as representation and campaigns?)
5. A 3-5 year timeline for development
6. What the body would look like (e.g. 'NUS London' area/nation? Separate organisation? A representative forum?)


7. A funding plan for the new body
8. For the chair of the Commission or the VPUD to put a structural change proposal to the next National Conference (Conference 2011) to establish a new structure that will meet the representational and service needs of London students – this motion/proposal should NOT put forward any more talking shops, think tanks, commissions or anything else that isn't just getting this thing done.


## **Defend Liberation! Support Our Campaigns! Build the NUS!**

#### **Council Believes:**

1. That at NUS Annual Conference 2010 of which Birkbeck College SU is a constituent member two liberation officers, Black Students' Officer Bellavia Ribeiro-Addy and LGBT Officer Daf Adley, faced a motion of censure.
2. That the motion of censure against Bell was passed by a narrow margin of six votes and the motion of censure against Daf fell.
3. That the motion of censure was brought by Durham because it felt that Bell and Daf had intimidated their students in a letter in which they promised to uphold the No Platform policy of the NUS and its respective campaigns and that Durham believed led to a "yes" vote to disaffiliate from the NUS.

#### **Council Further Believes:**

1. That Bell and Daf have repeatedly and publically apologised for wording in the letter which may have had the ability to be misinterpreted.
  2. That it is always detrimental when a constituent member leaves the NUS, which weakens it as an organisation.
  3. That the censure of our Black Students Officer gives the false impression to those not intimately involved with the discussions around Durham that the NEC does not support the No Platform policy against fascists on campus.
  4. That the censure of the Black Students' Officer and attempted censure of the LGBT Officer gives the false impression that the NUS and (therefore NEC) does not support
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- our liberation campaigns and their officers.
5. That these false impressions, if not corrected, have the potential to damage the organisation further, up to and including discouraging participation from Black and LGBT students and constituent members like ourselves who represent a high proportion of students from these campaigns.

#### **Council Resolves:**

1. To call on the NEC to release a statement which re-affirms its support for the No Platform policy of the NUS.
2. To call on the NEC to further include in this statement a re-affirmation of its support for both the Black Students' Campaign, LGBT Campaign and all liberation campaigns.
3. To call on the NEC to hold an investigation into what went wrong with Durham's disaffiliation and provide a guidance paper on how it as an organisation can assist NEC members who may face pressure from external organisations in future and how to implement the NUS No Platform policy.
4. To call on the NEC to work closely with the leaderships of the Black Students' Campaign, LGBT Campaign, all liberation campaigns and constituent members to ensure a strong, healthy and representative NUS which seeks to build the organisation and discourage disaffiliations.

#### **Defending education - an agreement between NUS and UCU**

1. The new coalition government has decided to make further cuts in spending on post-16 education. In addition, the Browne Review seems increasingly likely to recommend an increase in student tuition fees

2. Such an approach - lower state funding for education combined with increased debt burdens on students - would entrench differential access to further and higher education (FHE); redundancies for staff; reductions in contact time for students; larger class sizes; and would damage our society and economy.
  3. Both NUS and UCU believe that all those who might benefit from education should enjoy the right to access it free from fear of unacceptable debt. We further believe that all who study should benefit from being taught by decently rewarded, highly motivated staff sufficient in number; and world class facilities.
  4. We therefore resolve to campaign publicly together for:
    - a. Increased public investment in FHE to reach the global average support
    - b. No lifting of the cap on tuition fees in HE arising from the Browne Review; and a moratorium on increasing the cost of courses in FE
    - c. Fair and affordable access to high quality post-16 education for students from all backgrounds
    - d. An increased public awareness of the central importance of FHE to the prosperity of our society and economy
  5. To further this agenda we agree, subject to our governing bodies, the following programme:
    - a. A mass national mobilisation of students and staff provisionally set for London in Autumn 2010.
    - b. An invitation to all TUC affiliates, CALL affiliates and mainstream political parties to support the national mobilisation.
    - c. A jointly sponsored event to discuss and consider fair and sustainable future funding options for FHE and to inform the debate about who pays for education.
    - d. A shared parliamentary strategy aimed at targetting MPs and peers with a view to defeating any attempt to increase student tuition fees arising from the Browne Review.
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- e. A strategy aimed at influencing the future education policy of the Labour Party, including issuing a challenge to candidates during the leadership election; and targeting the National Policy Forum.
  - f. A nationally sponsored programme aimed at encouraging joint UCU-NUS campaign committees in as many local institutions as possible.
6. We do recognise that working together will involve compromise and continued dialogue within both organisations and agree to maintain regular contact during the campaign in order to maximise our unity.

### **Right to Work Motion for 3 October Demonstration at Tory Conference**

#### **Council notes:**

1. This year university applications have risen 11.7 percent compared to 2009, and 22 percent since 2008. However, up to 190,000 would-be students are still chasing a dwindling number of university places via the clearing system. At this time last year, nearly 142,000 were in this position. And estimates on the number that will miss out at the end of the process range from UCAS's lower estimate of at least 150,000 students to higher ones of more than 200,000 not getting a place.
2. There are already close to a million young people (under 25) unemployed with nearly half of young black people (see report from the Institute for Public Policy Research (IPPR) think-tank) Some 46 percent of young women with no qualifications are unemployed. There are still 2.46 million out of work and this is likely to rise. The number of people working part-time jumped by nearly 100,000 in the three months to November, while the number of full-time jobs fell by 113,000 over the same period.
3. Universities now are being told to expect the worst cuts since the 1930s. Funding could be slashed by 35% over the next five years and it is a certainty that George Osborne will slash 25% from the budgets of all government departments in his autumn spending review, due to be announced on 20 October.

4. An increase of VAT to 20 percent, a three year freeze of Child Benefits, a public sector pay freeze and an increase in the state pension age to 66
5. Our National Union has called for a national demonstration in co-operation with the UCU lecturers' union on November 10<sup>th</sup>.
6. The Right To Work demonstration outside the Tory Party Conference on October 3<sup>rd</sup> is already being supported by three national trade unions (the PCS, NUJ and UCU), the Labour Representation Committee, a number of local trade union and campaigning organisations and MPs (Diane Abbott MP, Caroline Lucas MP, Katy Clark MP and more)


#### **Council believes:**

1. The decision by the government to only fund 10,000 additional places and to fine universities if they go over their allocated numbers has seriously limited the ability of universities to respond to the aspirations of students.
2. Young and working people and would-be students are being asked to pay for a crisis that was not caused by them.
3. We reject the spending review and austerity policy of David Cameron's government.
4. This plan represents a full scale assault on the living standards of working people, students and all those dependent on public services and will affect the ethnic minorities, the LGBT community and women to a greater extent.
5. The demonstration on November 10<sup>th</sup> is the Priority Campaign but action cannot stop there. Our National Union can learn from the students in Bangladesh, Puerto Rico, Germany, Greece and France who all have won massive victories against their governments.
6. The students' movement and our Union are stronger when it builds coalitions and alliances with those sections of society that come under attack and we challenge the government's plans together allowing for a diversity of tactics.

#### **Council resolves:**

1. To send a member of the NEC to speak at the Right To Work Demonstration in Birmingham on October 3<sup>rd</sup> .



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2. We will send delegates to the Right To Work Planning/Organising Meeting for the demonstration on September 8<sup>th</sup> in the NUJ HQ Grays Inn Rd. WC 1x 8dp
  3. We agree to support, build, publicize and encourage students to attend the demonstration outside the Tory Party annual Conference in Birmingham on Sunday 3 October.
  4. To encourage local Students' Unions, Sabbatical Officers and activists to make October 20<sup>th</sup> a focal point for their campaigning activities with big political meetings, outdoor rallies, 'town takeovers' or occupations with the clear message to our government 'Stop Education Cuts'.
  5. We will declare our solidarity with those students fighting similar measures in Greece, Europe and elsewhere in the world.

### **Education Activist Network Conference on October 31st**

#### **Council notes:**


1. The coalition government is determined to make unprecedented cuts to public spending. Post-16 education has been singled out as a non-protected sector that will be hit disproportionately. Campaigning against these cuts, including a major demonstration on 10<sup>th</sup> November, has already been identified as a major priority for NUS.
2. A number of universities and colleges have already attempted to implement deep cuts in 2009-10. The UCU estimated that these could cost as many as 15,000 academic jobs. Campaigns based on industrial action and student demonstrations stopped compulsory redundancies at King's College London, Tower Hamlets College, and the Universities of Leeds and Sussex among others.
3. Occupations were a central part of the campaign at Sussex, which was able to mobilize close to 1000 students for a general meeting which voted unanimously to condemn the management. The campaign was also able to defeat management attempts to victimize leading activists.

4. This Union passed policy at its National Conference to support industrial action taken by UCU.
5. On October 20<sup>th</sup> the Treasury spending review will reveal where the next cuts are going to fall. This date has been identified by trade union bodies including the UCU as a day of action against the cuts.
6. A national teach-in of around 400 students, lecturers and education workers on February 27<sup>th</sup> was organized to discuss the crisis in education and opposition to the cuts and reforms, to share experiences of occupations and strikes, and to coordinate future actions and campaigns at a national level. This teach-in also launched the Education Activist Network.
7. The Education Activist Network has called a conference on the 31st October 2010 at which a number of NEC members have already agreed to speak. The conference is ten days before the national demonstration. A steering committee will be elected for students, workers, sabbaticals, trade unionists and other anti-cuts campaigners for future coordination.

#### **Council believes:**

1. The education cuts are neither necessary nor justified, and must be opposed. The spending review is an opportunity to make that case and to bring large numbers of students into campaigning activity that will help build the 10<sup>th</sup> November demonstration and provide a base for future actions.
2. Industrial action and student occupations have been proved as effective tactics. The lessons of successful occupations and strikes should be spread as widely as possible.
3. When students and workers at one institution go into dispute, it is the duty of the whole student movement to provide solidarity.
4. While much of the work of building these campaigns is done at a grassroots level, national coordination is also necessary to provide networks of solidarity and to build a movement that goes beyond university and college managers to challenge plans of the government.



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5. The Education Activist Network conference and the committee that comes out of it will be an important opportunity to equip large numbers of grassroots campaigners to go back to their universities and build the national demonstration as well as effective, lasting locally-rooted campaigns for the future.

#### **Council resolves:**

1. To raise the profile of the demonstration and to bring more students into campaigning activity by encouraging and supporting a wide range of actions on and around the day of the spending review – including political meetings, rallies, protests and walk-outs.
2. To provide solidarity for strikes and occupations and to encourage local Students' Unions to do the same by organizing protests and rallies, raising donations and writing letters.
3. To publicize and build for the event and encourage Students' Unions and their sabbatical officers to send delegations to the Education Activist Conference on October 31<sup>st</sup>, and to have a NUS stall at the conference to distribute promotional materials for the national demonstration.

#### **College Students' Unions in Jeopardy?**

##### **Council Notes:**

1. The Principal of Edinburgh's Telford College has attempted to summarily dismiss the elected student president and has cut the unions block grant in full for 2010/11
2. Senior management are now asserting that the students' union has been disbanded, and will be replaced by a 'Learners Council', chaired by a college staff member.
3. Other colleges across Scotland are now considering similar moves.
4. That any grouping of students, regardless of what it is called is governed by the 1992 & 1994 Education Acts and as such must fulfil certain criteria.

##### **Council Believes:**

1. Available resources, professional standards of staff who support student officers and the much shorter turnaround of matriculated students who often study part-time or in the

work place mean college students' unions face very real and distinct challenges in being strong and active.

2. That imposing university solutions for college problems is wrong and not what we advocate.
3. However, college students' unions are constituted legal entities, must retain a core function of societal education and the autonomy necessary to campaign for change in students' lives - regardless of managements approval.

##### **Council Resolves:**


1. To develop strategies that will build strong and active students' unions in colleges across the UK, enshrining the democracy and autonomy necessary for unions to win change whilst recognising the distinct challenges of the college setting.

#### **Zero Tolerance to Sexual Harassment**

##### **Council Notes:**

1. That the Women's Campaign is running a 'zero tolerance to sexual harassment' campaign.
2. That five unions are currently piloting the campaign, by challenging sexual harassment in their unions.
3. That the aim of the campaign is to challenge sexual harassment, and to break the culture of acceptability that has developed around it.

##### **Council Believes:**

1. That the pilot of the project is going really well
  2. That NUS should lead by example, and adopt the zero tolerance policy
  3. That adopting the zero tolerance policy would be a strong statement against sexual harassment would make it clear that sexual harassment will not be tolerated in NUS, or at any NUS events.
  4. That adopting the zero tolerance policy would not require any change in our current code of conduct, and complaints procedures, but would simply make it clearer to people what sexual harassment is, and that they are able to complain about it.
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### **Council Resolves:**

1. For the NUS to sign up to the 'zero tolerance to sexual harassment campaign'
2. For NUS to make clear that we have zero tolerance to sexual harassment at all events by displaying zero tolerance materials, and explaining about the policy alongside the equal opportunities policy
3. For NUS to make it clear across the organisation that we have zero tolerance to sexual harassment by displaying zero tolerance materials and explaining the policy in relevant fora.
4. To use the 'NUS has Zero Tolerance to Sexual Harassment' logo on appropriate publications and materials
5. To mandate the Equality and Diversity Committee, and the Women's Campaign, to monitor and help implement the policy, and to report back to the NEC on progress.

### **Support for Unions involved in mergers and collaborative working**

#### **Council Believes**

1. The Current financial climate surrounding Higher Education funding is as much a threat to the existence of unions as institutions. Due to this threat more and more unions (Especially smaller HE and FE Unions) are being forced to find alternative means of funding or even alternative forms of existence. This funding is being cut not only from block grants but also through the diminishing commercial trade activity in Unions which in some cases has reduced in excess of 50%.
2. As institutions merge and look to work together to provide the experience that student's desire there will be more emphasis on Unions to look at similar possibilities. Institutions merging will force Unions to do the same and go through difficult processes not only in terms of staffing but also with regard to the democratic status and functions of the union.
3. The government have already begun to put pressure on institutions in the nations specifically forcing Unions to look at their own

services.


4. Collaborative working is an option for Unions in most University Cities and may be able to provide a better experience for their members. More information on sharing services and resources would offer help for Unions who otherwise may not have considered the option.
5. The issue of forced mergers will mostly affect smaller HE Unions and FE Unions who may not be able to: afford the research into the topic, afford the staff or expertise to properly advise on the issue, exist without the process
6. It is important that our work in this area recognises that college students' unions in Scotland straddle both FE and HE, as well as UHISA which represents only HE students in FE colleges.
7. NUS has a responsibility to these unions to offer both practical help and information on the issues that are without doubt facing many of our members at the moment.

### **Council Resolves**

1. The Vice President Union Development shall provide information to all unions, on the benefits, issues and challenges of collaborations and shared services and to advise on how this may work in a number of scenarios.
2. The Vice President HE and Vice President FE shall provide information on forced mergers between HEI'S and FEI's including advice on democratic processes as well as what is required by unions to offer fair services for students.
3. NUS UK Officers will lead on this work across the whole of the UK, and will recognise the differences in how unions are structured in Scotland.
4. Ensure NUS support is available to offer onsite assistance to help mitigate any issues that student unions face when merging.

### **Citizenship**

#### **Council Believes:**

1. Citizenship education has been an important introduction in the national curriculum since its introduction in 2002
  2. Formalising Citizenship education into the national curriculum, for all 11-16 year olds,
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has ensured that a wider range and number of students receive education about being an active citizen in society

3. Citizenship education is vital for a healthy, pluralistic and engaged society. The skills and knowledge taught in citizenship help guide young people into active participation in their community and empowers them in society
4. Citizenship education fulfils functions of the wellbeing section of the Every Child matters initiative, helping build young people's confidence, knowledge and voice locally and nationally
5. With voter turnout at record lows, and high numbers of young people absent from the electoral register, we should be expanding citizenship education not retracting

#### **Council Resolves:**

1. To join the 'Democratic Life' coalition to save Citizenship Education
2. To promote the petition addressed to Michael Gove to our supporters list and mail bases
3. Ask FE students unions in particular to encourage their members to sign the petition
4. To write to the Deputy Prime Minister and Department of Education outlining our concern at the proposed removal of this subject from the curriculum
5. To work with 'Bite the Ballot' to produce video footage of students talking about the value they've gained from good citizenship classes.

#### **Fight Fees: We need another National Demonstration**


##### **Council Believes:**

1. That the campaign to defeat the Tory-led government's proposal to treble tuition fees to £9,000 per year must be stepped up.
2. That the NUS and UCU national demonstration of Wednesday 10th November 2010 was a tremendous success.
3. With 52,000 people marching in the streets of London, it was the largest student demonstration for years and reflected the full breadth of our movement.
4. The demo underlined the anger felt by students – especially in light of the betrayal of the Liberal Democrats, who stood on a

platform of abolishing all tuition fees and now threaten to break this promise by supporting this Tory proposal to dramatically increase fees.

5. Given the unpopularity of the measure and the pledge made by all Lib Dem MPs there is a real opportunity to prevent fees increasing.
6. To achieve this we need vigorous and constant campaigning, which links up with all political parties, trade unions, organisations, communities and individuals who oppose increasing tuition fees.
7. That protestors, the vast majority of them peaceful, were 'kettled' for up to six hours in London during the day of action on 24<sup>th</sup> November;
8. That the Metropolitan Police Commissioner has announced that the "game has changed", indicating an intention to use these sorts of tactics more regularly in future;
9. That a significant proportion of people that took part in the London protests were children;
10. That 'kettling' is wrong and barbaric – it amounts to the illegal imprisonment of thousands of people;
11. That it is possible and right for NUS to distinguish between non violent direct action, and condemn the use of violent action, as such activity risks damaging public support for our cause
12. Although NUS did not organise the national day of action on 24<sup>th</sup> November it did support protests that day and has been doing since;
13. It is important for us to provide greater guidance to SUs on the support that is available both through the physical presence of NEC members and advice such as legal information on what to do if students are arrested
14. That if we aren't willing to support non-violent direct action now, then we never will be;
15. That although direct action has in the past been the preserve of minority groups, we should use every tactic at our disposal to win on EMA and fees.

##### **Council Resolves:**

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1. To Carry out the 3 actions agreed jointly with UCU continuing our partnership across the 2 Unions:
    - Protests at universities across the country on the day prior to the student funding vote in Parliament
    - Mass lobby of MPs on the day itself followed by a rally in Westminster
    - A 'candlelit' vigil during the evening of the vote with 9,000 'candles' to represent potential fees
  2. To condemn the way police contained peaceful protestors at the London protests;
  3. That the President will write to the Mayor of London calling for a sensible and proportionate response when dealing with protests;
  4. To support student unions and student-led non-violent direct action across the country, providing advice and support where appropriate;
  5. To call for another day of action to be organised by NUS when we have a date for the vote, in addition to the lobby of parliament.


## **The way forward for the Education Funding Campaign**

### **NEC Believes**

1. Both houses of parliament have now approved a £9,000 limit on Higher Education Undergraduate Tuition Fees.
2. This happened despite an unprecedented mass campaign from NUS that has united students, lecturers and the general public and the largest student demonstration in a generation.
3. The student movement should be proud that the NUS/UCU National Demonstration on 10 November sparked an unprecedented wave of student activism.
4. The policing of both the NUS/UCU Demonstration and subsequent demonstrations has been widely questioned.
5. It has been widely reported that some on those demonstrations were bent on violence.
6. The changes to fees levels have to be seen in the wider context of savage cuts to education and public services.
7. The TUC have asked NUS and UCU to help build for a wider Rally on youth opportunities

- in Manchester on the 29th January.
8. Cuts programmes inside HEIs continue and will only get worse in the new year.
9. A significant number of new student activists have emerged out of the campaign.
10. The removal of the EMA will devastate retention and achievement in FE and destroy access to universities by the poorest.
11. Aim Higher has been mooted to close.
12. A white paper on fees is due out in the new year.
13. That students' unions in Scotland, Wales and Northern Ireland gave their full support to the
14. Vote For Students campaign and National Demonstration, with considerable success. Wins in Scotland, Wales and Northern Ireland (such as scrapping tuition fees for domiciled students, saving EMA, improved student support and commitments to covering the increase in tuition fees for domiciled students) all contribute to current and future campaign wins in England.
15. The devolved assembly and parliamentary elections in 2011 should be as much of a priority for NUS UK as the "Vote For Students" campaign was for NUS Scotland, Wales and NUS-USI.
16. The £4000+ per year difference between tuition fees in England and Scotland will understandably lead to more English students applying to Scotland. It would not be right for a decision taken at Westminster to squeeze out Scottish students from attending university.
17. The devolved administrations have now been forced to consider how to deal with cross-border flow of English students understandably looking to avoid increased tuition fees.
18. That colleges and universities in devolved administrations have also had their funding cut. NUS UK should aim to support students' unions who face cuts across the UK.

### **NEC Further Believes**

1. Our principal duty is to work to secure our members' interests.
  2. Our struggle on cuts to education and public services must now be bound up firmly with the wider trade union and social movement.
  3. The prospect of £9,000 fees heightens and
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makes more urgent the need to radically improve student rights on campus and the regulation of HEIs.

4. Students' unions need real, substantial help now on understanding and fighting cuts in their institution.
5. The TUC protest and rally on 29 January will be held in Manchester- home to the largest FE College and HE institution in the country and sits in a region with the highest rate of youth unemployment in the country.
6. Some of the actions of some on demonstrations and in occupations have harmed, not progressed, our cause. Violent demonstrators have lost us considerable public support.
7. Some of the policing tactics in use at student demos in November and December exacerbated tension and violence and prevented peaceful students from demonstrating.
8. At a time when there is still so much to campaign for, there has never been a more important time for maximum unity, and not doing so is unhelpful and damaging to students.
9. Students in FE face a double whammy- 16-18 transport subsidies are to be cut in local authorities and learner support funds don't support travel costs.

### NEC Resolves

1. To support the TUC protest and rally for youth opportunities on 29 January in Manchester
2. Continuing to work with UCU and other trade unions through the TUC is vital to ensure we are part of a wider campaign.
3. To prioritise mobilisation amongst students for the 26th March TUC national demonstration in the first term.
4. To launch a local mobilisation and partnership strategy with trade unions and social groups aimed at developing activism over cuts in local constituencies.
5. To mandate the VP Higher Education to launch an anti cuts strategy with a detailed toolkit and advice available from NUS staff and officers, relevant to students' unions across the entire UK.
6. To support the VP Further Education in


continued prioritisation of the campaign to save EMA, cuts to FE and the fight for local travel subsidies for young people.

7. To call for a detailed enquiry must be held into Policing tactics used on demonstrations in November/December.
8. To continue to publically condemn inappropriate police tactics like kettling (containment) and horse charging.
9. To lobby for increased student rights and protections in the White Paper
10. To push the Government to ensure that there is a more comprehensive system of student support, effective outreach given the new fee regime.
11. To continue to fight to save the EMA and to lobby to ensure that colleges are able to assist students with transport costs in the future.
12. To launch a major campaign aimed at protecting Aim Higher and ensuring that efforts to improve WP measure universities' success at retention and acceptances rather than just applications.
13. To develop a detailed long term strategy aimed at reversing the damaging marketisation and loss of public funding about to be inflicted on HE.
14. To mandate NUS UK officers to commit time and resource to supporting campaigns in the devolved assembly and parliamentary elections.
15. In public comments, to criticise the Westminster Government for any need to consider increasing fees for non-domiciled students in the nations, not the devolved administrations.
16. That this NEC asks the President to publically support actions not organised by NUS that do not damage our campaign goals, members reputation or students safety. Should actions do so, then the President has our full support to distance NUS and students' unions from such actions.

### Support for UCU strikes

#### NEC Believes:

1. That we cannot simply sit back and accept higher fees and damaging cuts;
2. That the fight against cuts and higher fees must not end now;

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3. That we must take the initiative in the fight against cuts;
  4. That action must be different and bolder than it has been before;
  5. That the relationship between students and university staff is key if we are to jointly reverse some of the damaging changes, including the massive funding gap for universities and colleges;
  6. That industrial action is at its most effective when staff and students understand the issues and support each other;


#### **NEC Resolves:**

1. To work with UCU to defend the interests of students and staff, up to and including industrial action;
  2. To support UCU's campaign against forced redundancy of university and college staff, to insist that employers negotiate rather than hide behind the government and to reiterate NUS's strong support for a national agreement on job security between employers and unions;
  3. To recognise that cost cutting attacks on staff salaries, terms and conditions will make it more difficult to recruit and retain high quality staff and will have implications for the quality of education received by our members;
  4. To fraternally request UCU to work through and consult with the official national and local elected student representative bodies and structures rather than other bodies in order to maximise unity of purpose at this time of crisis;
  5. To mandate the President to agree a statement of mutual support with UCU on the current crisis including industrial action and which includes provision for working together at national, regional and local level;
  6. To evaluate support for specific industrial actions and their timings on the extent to which they maximise impact upon decision makers and minimise the overall impact upon students' education
1. The Guardian newspaper reported that 52,000 people joined the NUS/UCU organised protest on 10<sup>th</sup> November 2010 against the cuts.
  2. 100's of arrests have been made following this demonstration. 22-year-old Bryan Simpson from Strathclyde University was arrested at his home in Glasgow in a dawn raid by police officers at 6am on 24<sup>th</sup> November 2010.
  3. This was prior to a fresh set of planned demonstrations on the 24<sup>th</sup> November which saw 130,000 college, university and school students take to the streets throughout the UK, including in Glasgow.
  4. Bryan was questioned on suspicion of violent disorder, which could lead to a 5 year term of imprisonment. He did not harm or injure anyone. He did not threaten anyone, nor did he commit any criminal damage. He denies any accusations of violent disorder.
  5. The UCU Scottish Executive have passed a motion of support for the Defend the Right to Protest - Defend Bryan Simpson Campaign
  6. The NUS Scotland President, Liam Burns, Strathclyde Students' Association President Phil Whyte and many other NUS activists have signed the statement of support for the Defend the Right to Protest - Defend Bryan Simpson Campaign
  7. Signatures to said statement from Katy Clark MP, John McDonnell MP, former Labour Minister Tony Benn, and the General-Secretaries of Unite and CWU unions
  8. Our national Union has the obligation to protect and care for its members who are being witch-hunted and demonised by the right-wing press.
  9. Whilst the government and media remain silent on acts of violence committed by the police, and instead seek solely to criminalise protesters, it is our responsibility to defend our members who have stood up for the right to stop the dismantling of our education system by the Coalition Government.
  10. We should always speak out when it is clear that police response to student protest is disproportionate and victimises individuals who are expressing their democratic right to protest in the name of defending education.
  11. The recent wave of student protests has shown the mass dissatisfaction over the Tory-

#### **Defend the Right to Protest - Defend Bryan Simpson Campaign**

#### **NEC believes:**






Liberal Democrat plans to scrap the Education Maintenance Allowance for school pupils and increase tuition fees to up to £9,000 per year for university students.

12. The proposed changes to university funding are grossly unfair and regressive. They will lead to an eventual marketization of the education system with only the rich being able to afford quality higher education and deter poorer students from even applying in the first place from fear of being saddled with massive and unaffordable debts.

**NEC resolves:**

1. To counter attempts by the media to demonise students who participate in legitimate protest.
  2. To call on any charges against Bryan Simpson and charges against all those students where police response is clearly disproportionate, to be dropped.
  3. To support students' unions, where requested by students' unions, to stop universities using disciplinary procedures to punish legitimate protest.
  4. To support the Defend the Right to Protest - Defend Bryan Simpson Campaign
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