



# NATIONAL CONFERENCE n u s 2013

**DRAFT** Motions &  
Amendments to National

# CD10x

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## Zone | Priority

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### Policy Recommendations

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Recommendation No:	<b>101</b>
Policy Area:	<b>A Vision for the Future of Education</b>
Submitted by:	<b>National Executive Council</b>
Introduction Speech:	<b>National Executive Council (2 min)</b>
Open Contribution:	<b>(2 x 1.5 min)</b>
Speech Against:	<b>Free (2 min)</b>
Summation:	<b>National Executive Council (1.5 min)</b>

There are currently many different notions of what underpins NUS' thinking on education– these include something about 'the public good', about 'thinking tertiary', about people 'becoming effective in the world'. Over the summer the Vice Presidents considered how they might organise their work for the year ahead in line with a broad "tertiary" agenda- that is, to consider how their work contributes to a focus on the following areas: Learning, Labour & Localities.

This motion seeks to consolidate and progress this work on the future of education, developing a long term vision for education for the first time. We will also be seeking wider engagement with experts in the field and others who have set out related 'visions' for education, in an attempt to connect this work to wider debates.

#### Conference Believes:

1. NUS policy is usually written to respond to the "here and now"- to deal with issues and problems in front of us.
2. Many of these debates will feature at this Conference.
3. But it is important that NUS also takes a long term view, developing a vision that goes far beyond the next campaign, the next set of officers or the next General Election
4. Our tertiary education system is fragmented, compartmentalised and too far down the road of commodification for piece meal changes to represent winning campaign aims anymore. NUS must be prepared to propose radically different policies in the long term that deal with not only funding, but also the shape and structure of tertiary education as a whole and the way in which individuals and communities access those opportunities.
5. In England, there exists two qualification frameworks straddling two departments of government. Students in further education are funded by two different funding agencies and the currency of their qualifications is poorly understood by universities and employers alike. The lack of a national offer in access and progression throughout tertiary education lets down those who could benefit the most.
6. NUS needs a vision for how education beyond the school may look in the long term future and how the student movement might want to influence its development.
7. We need to consider the student of the future, understanding what young adults will need from an education system in 2030.
8. We need to understand student journeys in the institutions of the future, considering how further and higher education could work together as a 'whole system', and how that system could support stronger community learning and participation through the life course.
9. We also need to have a vision for students and work in the labour market of the future, considering how the relationship between further education, higher education and work may change in the future.
10. Classic conference debates posit a debate **between** liberal and vocational learning; we need a long term vision that can reconcile types of learning, and we need a strategy to create a system that delivers it.
11. We should develop a Vision for Education that
  - imagines a rebalancing of educational goods towards public value
  - conceives of an 'early adult' educational phase, articulated with other phases
  - focuses on individual and collective capability
  - takes a holistic view of induction into codes of knowledge and skill
  - empowers people involved in education with rights and responsibilities
  - develops tertiary systems and structures
  - embeds in both the local and the global, and connects them
  - integrates conscientiously with labour market change
  - ensures environmental sustainability
  - harnesses the development of digital technology

## Conference Further Believes:

1. That the coalition's reforms across further and higher education have acted to undermine the concept of 'trust' within the system, including 'trust' between student and institution.
2. That this 'trust' between all stakeholders in education is critical to any progressive and sustainable approach; forcing a system on students, teachers and a public who do not support it will never work in the long term.
3. That investment in education is investment in human capital, but it is a mistake to imagine that this is only about individual investment and returns; it must also be about social investment and returns.
4. That public support for investment in higher education is demonstrated by polling to remain weaker than for other area of spending. A broader approach to tertiary education could broaden support for investment, as well as being a fairer and more coherent approach.
5. That structural barriers that exist across different forms of tertiary education are an issue of social justice, as well as being impractical. We believe that building a more coherent, fluid system of tertiary education could open up education to many who otherwise miss out.
6. That lifelong learning is important, but we should concentrate on broadening the initial phase of adult education towards lifelong engagement and capability.
7. That further education should be the highest priority for funding, with the aim of ensuring almost all adults obtain a Level 3 qualification; and that this first full Level 3 qualification should be free from fees and charges at any age.
8. That the new undergraduate funding system effectively limits the number of places available and also limits most people who gain those places to 360 credits of undergraduate level education and this limit is both artificial and inappropriate; we oppose this blunt rationing of higher education.
9. That postgraduate education can be recognised as a triumph in the integration and mutual recognition of liberal and vocational education, but it currently on the brink of an 'access crisis' that must urgently be resolved.
10. That getting a job isn't the purpose of education, but most people want to get a good job that enables them to have agency, dignity and a secure life; we must develop a view of education that is engaged with the labour market.
11. That the local and regional dimension of education is often ignored; we must develop a view of education that sees the activity associated with educational institutions as being imperative to citizenship, voluntarism, urban development, and the richness of community life; the relationship between civic institutions and educational institutions should be enhanced.
12. Universities and colleges are an essential component of the public sector embody important ideals of universal benefit for citizens rooted in their communities.
13. That a vision for education along these lines is not just intellectually defensible and responsive to the real needs of our times, but is also politically compelling; the people at large are crying out for such a vision, for such an agenda, and we have the opportunity to define it.

## Zone | Further Education

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### Policy Recommendations

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<b>Recommendation No:</b>	<b>201</b>
<b>Policy Area:</b>	<b>Further Education in the Tertiary Sector</b>
<b>Submitted by:</b>	<b>Further Education Zone Committee, UCA, Edinburgh College</b>
<b>Introduction Speech:</b>	<b>Further Education Zone Committee (2 min)</b>
<b>Open Contribution:</b>	<b>(2 x 1.5 min)</b>
<b>Speech Against:</b>	<b>Free (2 min)</b>
<b>Summation:</b>	<b>Further Education Zone Committee (1.5 min)</b>

Our education system is highly fragmented, governed by multiple departments and agencies, and rife with discrepancies in funding, access, and entitlements. Current education policy discriminates on the grounds of age, and leaves little access to lifelong learning. We are calling for a fair and flexible education system with greater parity between further and higher education students, opportunities to return to learning later in life, and accessible options to learn whilst working.

#### **Conference Believes:**

1. Further Education has long been viewed by the government, media and public as the “Cinderella sector”, picking up those students that the Higher Education sector “doesn’t want”
2. Despite increasing government rhetoric about the value of Further Education and parity of esteem between the sectors, policies and proposals do not reflect this
3. The divide between the Department for Education and the Department for Business Innovation and Skills means that there are many areas of Further Education that fall through the gaps in terms of policy i.e. 16-19 vocational education and training
4. The impact of Michael Gove’s reforms to academic Further Education and schools have devalued vocational education
5. Budgets for Information, Advice and Guidance have been largely removed and the public information strategies around Further Education are not working

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

1. Students in the Further Education sector do not have many of the benefits that Higher Education students receive
2. Further education students are at the mercy of a broken information, advice and guidance system, with no guaranteed face-to-face guidance for under-19s
3. Higher education students have far better resourced advocacy and representation services than further education students
4. Unlike further education students, higher education students have a system of external redress for complaints about their educational experience, in the form of an independent complaints adjudicator
5. A single education department and education funder would ensure that it is not possible for politicians to shirk responsibility for the areas they aren’t interested in

#### **Conference Resolves:**

1. To consult with FE students on their views about the future of Further Education in the Tertiary sector
2. To demand parity of esteem with Higher Education services such as the Office of the Independent Adjudicator, and funding for advocacy and guidance services
3. To campaign against the department for education’s attacks on vocational education
4. To call for the UK Government to make up shortfalls in FE Funding through public investment

**Recommendation No:** **202**  
**Policy Area:** **Barriers to Participation**  
**Submitted by:** **Further Education Zone Committee**

**Introduction Speech:** **Further Education Zone Committee (1.5 min)**

The coalition government has demonstrated a complete and systematic lack of regard for the financial hardships and barriers to participation faced by further education students. We have witnessed a sustained attack on national student support schemes, cuts to local transport subsidies, changes to eligibility criteria, and the introduction of student loans for further education students.

Increasingly, students themselves are expected to foot the bill, whether directly for course costs, or indirectly for additional course materials, transport, and childcare. This complex and confusing system is unfair and inequitable, with access to education determined primarily by ability to pay rather than ability to learn, and discrimination against older students and those who have already attempted but been unsuccessful in gaining an education.

This complex and confusing system is compounded by a lack of advice and guidance to help students and potential students navigate the landscape and their choices. For young people in particular, the situation regarding information, advice and guidance (IAG) provision has reached crisis point, with schools determining whether students require face-to-face support.

### **Conference Believes:**

1. In England, the Education Maintenance Allowance was a centralised scheme with clearly defined eligibility criteria, and allowed prospective students to make choices about their education, secure in the knowledge that they would receive financial support
2. In spite of the obvious benefits of a centralised scheme such as EMA, there were clear issues with the scheme, such as the removal of the £10 and £20 rates (in England), and the lack of consideration for other dependents in assessment of parental income.
3. The system of information, advice and guidance is in crisis, particularly for young people
4. The duty on schools to provide 'independent' IAG is incredibly weak; it currently applies only to those aged 14-16, and that it has to be independent from the school does not in any way guarantee impartiality. In addition, the need for face-to-face guidance is determined by schools
5. In England, 14 and 15 year olds can now legally enrol in colleges, which will have implications for college provision of IAG
6. Adults aged 24+ wishing to study for a qualification at level 3 or 4 are faced with financial penalties on all sides. Those on benefits will incur income cuts if they study for a full time course, and they are likely to incur 100% of their course fee, paid by a student loan
7. International students in further education are being victimised by the UK Border Agency and the Home Office
8. In Scotland, from 2013 the minimum income for higher education students, including a bursary and student loan, will be set at £7000, resulting in disparity in funding between further and higher education students

### **Conference Further Believes:**

1. A centralised, national student support system for students of all ages is vital for widening participation in further education
2. Although EMA and ALG clearly had benefits for access and participation, the discrepancy in overall budget for each represented clear discrimination against adult students. Further education should be flexible and accessible to students of all ages
3. Students at schools where IAG is not a priority are at risk of never hearing about post-14 opportunities outside of the school, such as vocational courses, apprenticeships, and employment and training opportunities, as well as new types of institutions like University Technical Colleges
4. Many adults sacrifice employment to be able to pursue education, incurring great financial hardship, or are forced to work to support the cost of study
5. The implementation of FE fees and loans will have a disproportionate impact on those already disadvantaged in society, and represents an access crisis for disabled people, black students, and women
6. The economic arguments for a student loans system in FE do not stack up. The government has admitted it expects a very low return on its investment
7. In Scotland, students who choose to pursue a less academic and more vocational programme of study will be hit hard by the prioritisation of higher education funding

### **Conference Resolves:**

1. To work with the Welfare Zone to campaign for the immediate implementation of *Pound in Your Pocket* policy proposals
2. To establish a UK-wide student commission on IAG
3. To work with the NUS Digital project to host information and advice from students on different forms of education

4. To campaign for an independent, face-to-face service as part of a national careers service for all ages
5. To support students' unions to campaign with local schools on IAG
6. To continue the #No2FEfees campaign, calling for a complete U-turn on the policy
7. To work with sector bodies such as the Association of Colleges and NIACE to research into the uptake of FE loans and the impact of the scheme upon adult students
8. To use research findings to call for an immediate reversal of 24+ Advanced Learning Loans policy, and reinstatement of an entitlement to free level 3 qualifications
9. To call for an end to age-specific restrictions on entitlements and access
10. To work with the International Students' Campaign to take on the UK Border Agency and the Home Office, calling for a fair deal for international students
11. To work with NUS Scotland to eradicate barriers to participation faced by FE students

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

**Introduction Speech:** **Further Education Zone Committee (2 min)**  
**Open Contribution:** **(2 x 1.5 min)**  
**Speech Against:** **Free (2 min)**  
**Summation:** **Further Education Zone Committee (1.5 min)**

It is time that the rhetoric surrounding vocational education and training becomes reality. This government insists that apprenticeships are a priority, and that much is being done to raise the esteem of vocational education, yet the impact of student loans in FE will be devastating for adult apprentices, vocational qualifications have been downgraded in school league tables, and work experience opportunities are under attack.

The recently-published review of apprenticeships led by Doug Richard highlights that the term ‘apprenticeship’ has been variously misappropriated, that apprenticeships must be linked to definite employment outcomes, and that employers should compete to design the most appropriate apprenticeships for their sector. But where is the learner voice in apprenticeships?

### **Conference Believes:**

1. The National Minimum Wage for apprentices is £2.65 per hour. This is less than half of the general National Minimum Wage rate for those aged 21 and over, where the hourly rate is £6.19
2. According to the Skills Funding Agency 2011 Apprenticeship Pay Survey, 26 per cent of apprentices aged 24 or under were paid below the minimum wage
3. That there is a gender imbalance in some apprenticeships, with sectors such as hair and beauty offering the lowest rates of pay
4. Employers continue to claim that school and college leavers are without the necessary skills for employment
5. In England, the statutory requirement for work experience for year 10 pupils has been removed, leaving young people with no guarantee of work experience whilst at Key Stage 4
6. Work experience programmes have been criticised for being meaningless, tokenistic, and irrelevant to the world of work
7. Schools and colleges are allowed to include work experience in 16-19 programmes of study, but they are not obliged to do so
8. Learner destinations data for further education is a poor reflection of reality

### **Conference Further Believes:**

1. The apprentice pay framework reinforces the age discrimination existing in wider society
2. High quality IAG is crucial in redressing the gender imbalance in apprenticeships in some sectors
3. That the government lacks vision and strategy for work experience, resulting in its devaluation and demise
4. That work experience opportunities should be built in to Key Stage 4 and level 3, regardless of whether the programme of study is academic, vocational or both
5. Schools and colleges should consider building students’ part-time employment into work experience programmes
6. The way to tackle these issues with the current work experience programme is not to abolish the statutory duty on schools
7. FE Students need to acquire transferrable skills during work experience, and skills relevant and appealing to employers
8. FE work experience programmes represent a valuable opportunity for students to gain the appropriate capital they need to enter the world of work
9. Within colleges, apprentices exist very much on the periphery of student life, and have a diminished student experience as a result
10. Students’ unions have varying success at engaging with apprentices
11. The lack of evidence on FE learner destinations beyond those going to university compounds the lack of support available for the transition from FE into work

### **Conference Resolves:**

1. To conduct ‘The experience of work experience’ research, the aim being to protect this as a vital part of the further educational journey
2. To create a charter outlining minimum and aspirational standards for school and FE work experience, including detailed reference to pay and conditions
3. To work with the Society & Citizenship and Welfare Zones to run a campaign to increase apprentice pay
4. To campaign to equalise apprentice pay and work with the Women’s Campaign to reduce the gender pay gap for apprentices, targeting the Low Pay Commission
5. To work with notgoingtouni to get figures and case studies on the numbers and types of students not going to university after further education



**Recommendation No:** **204**  
**Policy Area:** **Qualifications & Assessment Reform**  
**Submitted by:** **Further Education Zone Committee, UCA**

**Introduction Speech:** **Further Education Zone Committee (2 min)**  
**Open Contribution:** **(2 x 1.5 min)**  
**Speech Against:** **Free (2 min)**  
**Summation:** **Further Education Zone Committee (1.5 min)**

The Department for Education continues to drive forward its undemocratic, ideological reforms of secondary and further education. The year 2012 saw an unprecedented level of reform proposed for the English qualifications system, with a specific focus on A levels and GCSEs. The government has paid lip-service to public consultation in this area, implementing reforms before the consultation window has closed.

The prevailing narrative favours an inaccessible examination system, with far fewer resits, no modules, and – worse still – an elite set of subjects assuming priority. The reforms pay little regard to adults undertaking A levels and GCSEs, or those studying part-time.

### **Conference Believes:**

1. International qualifications such as IGCSE are not universally understood, placing UK students at a disadvantage in the global skills system
2. UCAS personal statements are restrictive in length, leaving little space for adequate contextual data
3. The route from vocational qualifications at level 3 to undergraduate study is confusing and inconsistent; vocational qualifications often do not 'dovetail' with university courses
4. BTECs and equivalent vocational qualifications are not subject to the same external marking regime as A levels, leaving students on vocational courses subject to prejudicial marking
5. There is no single qualifications framework setting out all UK qualifications and equivalencies
6. Students studying level 2 and/or 3 at college have less resit opportunities than their contemporaries at school
7. From September 2013, students will only be able to sit AS and A level exams in the summer, with no option to take exams in January
8. From September 2013, A level resit opportunities will be dramatically reduced
9. The proposed reforms to GCSEs include a continuation of the 'Ebacc' where 'core academic' subjects (English, maths, history or geography, the sciences, and a language) are prioritised
10. The reforms to GCSEs also include proposals to eradicate competition between exam boards, with a single awarding organisation appointed to deliver qualifications in each subject
11. Further Education does not have a centralised admissions system
12. Qualifications reform in Wales is moving away from Gove's new system, introducing greater equivalency between vocational and academic and allowing students to mix their forms of study
13. For years, qualifications and articulation in Scotland have allowed college students to have fair access to the Higher Education system through a variety of flexible routes
14. There is no central applications and admissions system for Further Education in the UK, making it difficult for those returning to study to see the full range of FE qualifications available

### **Conference Further Believes:**

1. The government's current preference for terminal assessment disenfranchises many students
2. The current system of consideration of mitigating circumstances is flawed – students are often not made aware of the option to submit a case for mitigating circumstances, and centre staff mismanage the situation
3. The English qualifications system needs to learn from reforms that the nations that have undertaken

### **Conference Resolves:**

1. To produce a UK-wide guide to qualifications, to include international qualifications
2. To campaign for a National Qualifications Framework in England to include all qualifications and to map across to nations, allowing students to move more easily between nations if they need to
3. To campaign for a central applications and admissions system across FE and HE – allowing students to be able to see the whole range of education options available to them when making choices about their future
4. To campaign for a better understanding of vocational qualifications amongst admissions tutors
5. To campaign to hold Michael Gove democratically accountable for education policy decisions, calling him to u-turn on the resits policy, and to protect the value of formative assessment
6. To oppose any government policy that values individual subjects or particular qualifications instead of valuing the broad range and types of education that exist.

**Motion No:** **20A**  
**Policy Area:** FE Students too old at 21  
**Submitted by:** NUS Mature and Part Time Students Committee

**Speech For:** NUS Mature and Part Time Students Committee (1.5 min)  
**Speech Against:** Free (1.5 min)  
**Summation:** NUS Mature and Part Time Students Committee (1 min)

**Conference Believes:**

1. That currently we recognise mature at the age of 21+.
2. That, in further education the funding structure changes at the age of 19, unlike in higher education that is 21.
3. In further education, between the ages of 19-21, there is no representation of these students.

**Conference Resolves:**

1. For NUS to recognise FE students as Mature at the age of 19.
2. For NUS to work with institutions, to make sure adequate support is put in place for students aged 19+.

**Motion No:** **20B**  
**Policy Area:** International/Private  
**Submitted by:** Edinburgh College

**Speech For:** Edinburgh College (1.5 min)  
**Speech Against:** Free (1.5 min)  
**Summation:** NUS Mature and Part Time Students Committee (1 min)

**Conference Believes:**

1. International students in further education, like international students in higher education, face unregulated market in tuition fees;
2. The rise of private colleges has been an under-reported back door route for privatization of the whole post-16 education system;
3. Students in private colleges have no work rights so access is restricted to those who can rely on outside support;
4. The Centre Forum report Tier 4 Tears details the "devastation" caused by international visa cuts to colleges relying on international students, with many international colleges closing.
5. International students studying at private FE colleges cannot work part-time, and international students studying at public FE colleges can only work 10 hours a week.

**Conference Further Believes:**

1. Discrimination in access to education by origin should be opposed in principle;
2. Privatization and marketisation in further education will lead to huge reductions in access in the long run and should be opposed in principle;
3. Access to education in both the short term and the long term courses in FE should be defended in principle.

**Conference Resolves:**

1. To call for equality in FE fees for all students, with now-private colleges brought into the public sector to ensure continuity of access;
2. To oppose immigration rules restricting international students' right to work.
3. To call for the UK government to make up shortfalls in FE funding through public investment.
4. To campaign against FE colleges treating international students as cash cows without any transparency and accountability of the fee they pay.
5. To lobby the Association of Colleges and Colleges Scotland to work closely with NUs VP FE to develop better support to FE international students.

## Zone | Higher Education

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### Policy Recommendations

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**Recommendation No:** **301**

**Policy Area:** **The public value of education**

**Submitted by:** **Higher Education Zone Committee, Cambridge Uni, Oxford Uni, Liverpool Guild**

**Introduction Speech:** **Higher Education Zone Committee (1.5 min)**

The public value of higher education has been ignored by successive governments. In order to win the argument for reinvestment of public money into higher education we need to better articulate and evidence the public value of higher education. We must also go further to ensure our higher education institutions take responsibility for the communities in which they sit, locally, nationally and globally.

#### **Conference Believes:**

1. NUS National Conference 2012 passed policy celebrating the public role of higher education. We recognised the transformational power of education to individuals and communities around the world.
2. The public role of higher education is important, but more important still is to understand what higher education needs to be like in order to have public value.
3. Higher education may well increase productivity in those who benefit from it and a well-educated workforce may be good for the economy, but the value of higher education should never just be measured in those terms.
4. Markets can be measured, economies graded and qualifications assessed, but the real value of education is less tangible intangible.
5. Institutions have a role in society as the stewards of knowledge and must always be committed to pursuit of knowledge, wherever that may lead. Public value happens through wide and fair access to education opportunities, in a collaborative sector with institutions rooted in a community whether local or global, that strives to serve that community.
6. A system built around private benefit leads to restricted access, unhealthy competition, commodification of knowledge and education for profit.
7. Widening participation programmes that target young people are a useful start to improving access, but higher education should be accessible across a lifetime.
8. Access agreements are important documents and, at their best, they are owned by the whole institutional community. Although there should be long term access strategies, it is important that the whole community can feed in to the development and review of access agreements: they should be considered living documents, reflecting a community-wide collaborative approach to improving access.
9. Access will be most effective when combined with the recognition of the different learner pathways through secondary education and the need for robust and meaningful information, advice and guidance throughout the educational system.
10. Application and admissions systems should support students' strengths, not shape their decisions. Entry requirements that support mixed sets of qualifications, both liberal and vocational, should become more prevalent.
11. Higher education providers should be seen as integral parts of their communities, not isolated and exclusive. Institutions and students' unions should be proactive in demonstrating the value they have to the area around them.
12. It may be challenging, but institutions should make their facilities, people and research available for the benefit of the public.
13. The different missions of institutions should be respected and celebrated. The higher education sector should be diverse, meeting the needs of diverse communities and different groups of students.

#### **Conference Resolves:**

1. Support students' unions to articulate the public value of themselves and their institutions, both locally and together on a national level, providing resources and suggestions on how students' unions can achieve this, and identify and campaign on ways of extending public value and in particular holding MPs and local authorities to account on realising this.
2. Campaign for access agreements to take a life cycle approach and include retention and success targets.
3. Campaign for integrated access agreements and widening participation strategies that create meaningful, regional strategies for participation, including progress agreements between HE and FE and community-based targets and robust student engagement.
4. Work with students' unions to help them campaign on the inclusion of meaningful evidence-based targets in access agreements, that take into account the full diversity of students' needs and experiences. This should include specific targets for mature, disabled, BME, international, LGBT and other specific student groups' access and success.
5. To research the hurdles faced by students moving to another part of the UK to study, and campaign to reduce these obstacles, to promote student mobility between the Nations.

6. Work with students' unions to help them campaign on the inclusion of meaningful evidence-based targets in access agreements, that take into account the full diversity of students' needs and experiences. This should include specific targets for mature, disabled, and BME students' access and success.
7. To work with students' unions to develop collaborative work on widening participation programmes.
8. To initiate a programme of research on the UK research environment in light on the forthcoming REF, with particular attention to the position of postgraduate research students within it.
9. To conduct research on how impact frameworks such as the REF are affecting higher education, particularly for postgraduate research students.
10. To support students' unions to champion and defend community-facing and continuing education courses.
11. To campaign for more widespread recognition of alternative sets of qualifications for higher education access.
12. To campaign with students' unions to improve the way institutions work in partnership with their communities and serve the needs of those communities, for example public access to library resource, public lectures and community projects.
13. To include widening participation activity of student unions into the access agreement.

## Amendment No: **301a**

**DELETES CB3, CB4**

**Submitted by:** Bath University

**Speech For:** Bath University (1.5 min)  
**Speech Against:** HE Zone Committee (1.5 min)  
**Speech For:** Free (1 min)  
**Speech Against:** Free (1 min)  
**Summation:** Bath University (1 min)

### **Conference Believes:**

1. Currently Higher Education funding is a relatively low priority for the UK electorate.
2. Whilst monetary benefit to the exchequer is not the only value of education, research by London Economics showed the equivalent rate of return to investment in Higher Education at Undergraduate level for the UK Exchequer is 10.8% and at Postgraduate level is 25%.

### **Conference Further Believes:**

1. We must acknowledge that developing students' employability whilst at University plays a vital role in ensuring the country has a productive workforce capable of competing in an increasingly competitive global market.
2. University can play a vital role in the generation of economic development and increase levels of employment through developing productive graduates.
3. As the main cause of a lack of job opportunities is the economic recession and resulting cuts to public services we must ensure our Universities are generating graduates capable of contributing to the development of our economy.

### **Conference Resolves:**

1. To further promote in an explicit way, the value of Higher Education to the economy in order to influence public opinion on funding priorities.
2. To acknowledge individual development and the contribution this makes to economic development in work on the public value of education.

## Amendment No: **301b**

**ADD AMENDMENT**

**Submitted by:** Hull University Union, York Uni, Norwich Uni College of Arts, Birmingham Uni, Cardiff Uni, De Montfort, Liverpool Hope

**Speech For:** Hull University Union (1.5 min)  
**Speech Against:** Free (1.5 min)  
**Summation:** Liverpool Hope (1 min)

### **Conference Believes:**

1. Tertiary education transforms the lives of individuals, families and communities across the UK
2. NUS is committed to the public value of tertiary education and the case for investment in the name of future economic prosperity and social justice, and as a critical part of a productive and fair society
3. Our commitment to public value means that we stand for more democratic institutions, with a greater voice for students and communities in institutional governance and decision-making
4. Education institutions' first aim should be the pursuit of knowledge and understanding, defined to encompass the theoretical, the applied, the creative and the technical, whether pursued for its own sake or for application or use in the world

5. Education institutions have a responsibility to wider society, to the furtherance of educational opportunity for the many, not the few and for adding their insight and resource to resolving and mitigating social problems, whether local or global

## Conference Further Believes:

1. The coalition government's reforms of further an higher education have undermined public trust and promoted a miserable vision for the future of education
2. Research into public opinion on national spending priorities shows colleges and universities ranked as a lower priority than elderly care, the NHS, schools, police, nurseries and childcare
3. That colleges and university leaders have failed to make a powerful and united case for sustained public investment in tertiary education
4. Those MPs who broke NUS' Vote for Students pledge have fundamentally broken trust in public belief that politicians are committed to funding tertiary education.
5. NUS' current consultations on our vision for the future of education are a canvas upon which we can develop an alternative and radical and holistic vision for the future and build public trust in tertiary education
6. We should seek to hear from and support the voices of learners whose pathways through education are unconventional, whose lives have the greatest potential to be transformed through accessing education and who are rooted in the communities that educational institutions are and should be committed to serving
7. Engagement in institutional decision making, as well as local and regional democratic structures is a vital route by which to influence the decisions that shape and change students' lives
8. Our articulation of educational first principles must be guided and strengthened by our student activists and leaders, who we continue to train and support
9. Using innovative campaign activities and techniques to build alliances and partnerships with stakeholders and the wider community are essential steps to build strong and effective local, regional and national coalitions to defend public education in advance of the next general election
10. The British Social Attitudes survey showed 70% of the British population believe that students should contribute to their university education with public support for expansion of universities dropping from 50% (2003) to 36% (2010). Of that, non-graduates are more sympathetic to expansion than non-graduates (30% to 11%). We must change that.

## Conference Resolves:

1. To build towards the next general election by building the widest possible network of allies and supporters around our vision for the future of tertiary education with the shared goal of winning over public support
2. To work within alliances of campaigning organisations to plan innovative and effective general election strategies in light of the impact of the Vote for Students pledge on the national political landscape
3. To utilise radical 21st century campaigning techniques, including tapping the potential of NUS Digital and both on and offline networks
4. To support the creation of broad local and regional coalitions inside and outside the education sector, and to include colleges, universities, trade unions, youth organisations, community and activist groups to make the case for the public value of tertiary education and to ensure the diverse voices of students are heard
5. To train, support and build capacity in our member students' unions to be strong and powerful voices for change within and beyond education institutions
6. To organise student and community activists around specific local issues and meaningfully hold politicians to account at the next general election, taking an approach which looks to strategically unseat those MPs who broke the Vote for Students pledge
7. To develop targeted, innovative actions at local and regional level, and with an equal emphasis in the nations, to build upon and develop the public sympathy won by the Vote for Students campaign to ensure maximum student impact at the next general election
8. To be successful in 2015 and beyond, we cannot ignore public perception of spending in higher education or rely solely on the 'student vote'. NUS should form a coalition of organisations to articulate the public good of post-compulsory education, demonstrably improving public opinion of additional educational spending, giving clear roles for students' unions and utilising communities, local and national media.

Amendment No:

# 301c

**ADD AMENDMENT**

Submitted by:

York College, Cornwall College, Kirklees College

Speech For:

Cornwall College (1.5 min)

Speech Against:

Free (1.5 min)

Summation:

York College (1 min)

## Conference Believes:

1. The public value of further education is widely ignored by the government, the media and society.
2. Whilst further education helps many students progress to higher education, the value of further education should never be measured in these terms.
3. Measuring further education institutions by the number of students they send to university ignores the millions of

students who do not use further education as a stepping stone to higher education, and fails to acknowledge the worth of further education courses as stand-alone qualifications.

4. Further education institutions' first aim should be the pursuit of knowledge and understanding, defined to encompass the theoretical, the applied, the creative and the technical, whether pursued for its own sake or for application or use in the world.
5. That we have seen a huge lack of investment in further education by successive governments.
6. The current government has ripped away enrichment funding, introduced fees and loans for students over 24, and greatly reduced financial support for all learners in further education colleges.
7. Our further education system is becoming increasingly marketised, and it risks becoming restricted to only those who can afford to pay for it, based upon profit and not the spread of knowledge.
8. Further education is built upon the principle that it should be accessible across a lifetime, and that the government is slowly destroying this principle.
9. Many students are still receiving inadequate information, advice and guidance, discouraging them from studying at further education colleges and thus further decreasing the public value of further education.
10. The government has undermined the public value of a further education system that is diverse and offers the entire population a variety of learning options by scrapping vocational courses, and reforming others to replicate an outdated form of assessment that was abandoned in the early 20th century.
11. Most of the media in the United Kingdom largely ignore the further education sector and that this perpetuates a society which doesn't value further education as a social good.
12. Further education providers should be seen as integral parts of their communities, not isolated and exclusive. Institutions and students' unions should be proactive in demonstrating the value they have to the area around them.
13. Colleges are already sensitive to local labour markets, providing training for people in the local community.
14. That further education institutions should be servants to the communities that surround them, not the government, and this should involve meeting the needs of diverse communities and different groups of students.
15. Universities have a lot to learn from colleges in how institutions can cater for the needs of their community, an obvious example of this being the delivery of ESOL courses by the further education sector.

### **Conference Further Believes:**

1. Public opinion research shows that education is one of the lowest priorities amongst those who will definitely or are more than likely to vote in the next general election.
2. That college leaders and those working in the further education sector have failed to make a powerful and united case for sustained public investment in tertiary education.
3. The current work by NUS to consult upon and design a new vision of tertiary education provides a good opportunity to make the case for huge investment in public education.

### **Conference Resolves:**

1. To build a coalition of allies, advocates and supporters of further education, including colleges, universities, trade unions, youth organisations, community and activist groups with a shared aim of articulating the public value of further education, in conjunction with sharing our vision for the future of tertiary education, as a means to calling for large investment in the sector.
2. To also support students' unions to advocate the public value of themselves and the positive impact they have on students, institutions and their local communities.
3. To work with students' unions to call on institutions to embed themselves within their local communities and to serve the needs of the diverse communities that surround them.
4. To campaign for greater recognition of vocational qualifications by employers, politicians and the public.
5. To work with local, national and international media organisations in raising the profile of further education and the vast public value it offers.

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### **Back to the main motion**

**Speech Against:**           **Free (1.5 mins)**  
**Summation:**               **(1 min)**

**Recommendation No:** **302**  
**Policy Area:** **Students are Partners**  
**Submitted by:** **Higher Education Zone Committee, Liverpool Guild**

**Introduction Speech:** **Higher Education Zone Committee (1.5 min)**

The student engagement agenda is broadly positive, but there is lots of scope for it to be turned to consumerist ends. Students as partners enables us to address the ways that students can be full participants in their academic communities.

#### **Conference Believes:**

1. Higher education institutions are communities. Academics, professional staff, students and representative bodies are all integral to those communities.
2. At their best, these communities are home to debate and collaboration, with students feeling like engaged members of their departments, as well as their students' union.
3. Changes to the fee system and the marketisation of education can encourage consumer-like behaviour. However, we believe students have far more to contribute to their communities than simply a list of wants. A higher education system where some only demand, rather than contribute, is a tragic waste of talent.
4. Students should not be seen as consumers, but as partners in their academic communities. Not only should students be co-creators of their education, they should be co-creators of their institution as every policy in an institution affects students in that community.
5. The student engagement agenda has taken root in large parts of the higher education sector. Many students' unions are committing more resource than ever before on supporting course representatives, developing representation and activism at the heart of students' academic activity.
6. Students' unions are the legitimate representative voice of students in their institutions. All representation, no matter how decentralised, should run through the students' union. Where institutions seek to listen to the student voice, this should only ever be accomplished in partnership with students' unions.
7. Partnership is much more than the sum total of student engagement or consultation projects. Changes to institutional plans, policies and strategies should be developed with students' unions.
8. If we contend that students should be partners in decision making at all levels in an institution, we need to make sure that these processes are inclusive to our whole student body and not just to the traditional, full time, undergraduate student. Students particularly likely to be excluded are those who study at partner institutions.
9. This vision of democratic education is threatened by privatisation, both of student services and for-profit education providers, as the interests of profit-makers and students and our communities can never be aligned.

#### **Conference Resolves:**

1. To provide tailored support students' unions in building a culture of partnership in their institutions, recognising that relationships between students and the students' union, staff and management will differ across the sector.
2. To work to develop an evidence base of the educational benefits of a partnership approach and the impact student representatives have on higher education.
3. To ensure that students' unions are supported and engaged in local quality assurance and enhancement activities, such as periodic review, curriculum development, annual monitoring and annual quality reports.
4. To commit to understanding what barriers, whether structural, cultural or financial, exist to the development of partnership approaches, both for specific students and for students' unions. There should be a particular focus on specialist institutions and students studying in partner institutions.
5. To work with trade unions to campaign against outsourcing and privatisation in the higher education sector.
6. To support Students' Unions to assess the retention support in place for widening participation students.

**Amendment No:** **302a**  
**ADD AMENDMENT**  
**Submitted by:** **Lincoln University**

**Speech For:** **Lincoln University (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Lincoln University (1 min)**

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

1. Projects between students' unions and institutions, often known as "Students as Producers" or "Change Agents", which aim to support students in becoming practitioners in pedagogical change, rather than simply commenting on it, are becoming more common and can result in strong partnership approach to student engagement with the institution.
2. Such projects can ensure simple structural partnerships, such as through Student Led Teaching Awards, students on recruitment panels or a stipulation that any student-facing policy must be sounded through the Students' Union. But more importantly projects can take the form of students themselves undertaking pedagogical research, training

academic staff or designing the curriculum.

3. Such initiatives can help with students' attainment as they have a fuller understanding of the processes of their learning and the larger picture they play in the University. They strengthen the Students' Union reputation in the eyes of the institution and such a partnership approach gives the view to 'on-the-ground' staff that this is both in the best interest of their students and what they want to achieve as academics.
4. Often students participate not only through traditional elected class rep positions but in paid roles and internships. When delivered in full partnership with the students' union, this can be wholly positive, deliver diversity in a way our election do not and engage students who don't traditionally engage with the students' unions. However there are instances where such positions represent little more than an attempt to circumnavigate or undermine the students' union.

### Conference Resolves:

1. To bring together students' unions from across the UK involved in 'students as producers' type projects to support them in developing this agenda and deciding best practice.
2. To launch resources that will then allow other students' unions to successfully secure support and resource for such initiatives on their campuses.
3. To work with relevant sector bodies to ensure that such initiatives do not undermine the representative role of the students' union. NUS should find ways celebrate instances of genuine partnership and publically condemn institutions using "partnership" as a smokescreen for controlling the student voice.

**Amendment No:** **302b**  
**ADD AMENDMENT**  
**Submitted by:** **UCL, Birmingham Uni, Royal Holloway**

**Speech For:** **Royal Holloway (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **UCL (1 min)**

### Conference Believes

1. As partners in education, students should be involved in all areas of how their institutions are run.
2. The government's privatisation agenda presents a fundamental new threat to democracy in education. We cannot effectively fight for higher education as a public service without a strategy to affect how it is governed.
3. Vice Chancellors and university managements are often regarded as the voice of their institution, and have considerable powers to alter the way their institution operates and make cuts.
4. How we learn and how we are taught is deeply political, and quality should be defined by students and their students' union
5. Universities should be independent and democratic, and should ultimately be run by students and staff for the public good, rather than by unaccountable managers.
6. Instead of "celebrating the public value of higher education", we need to oppose corporatisation and fight for a public university system.
7. VCs and managements, unelected and unaccountable, largely determine how institutions operate, pushing cuts, privatisation and attacks on the right to organise.

### Conference Resolves

1. To launch a major new campaign – 'Take Back Your Campus' – to win a public argument for democratic university governance, and see it fought for on every campus
2. Defend and extend the right and ability of students, staff and activists to fight for their rights and the future of education
3. To conduct a study of the present state of campus democracy, taking into account the vast range of systems currently at work.
4. To link the campaign to a similar push for the democratisation of FE
5. To campaign for universities to be taken into full public ownership and run democratically by students, staff and the community.
6. To work with UCU, the Campaign for the Public University and the NCAFC.
7. To launch a 'Take back your campus' campaign for democratic university governance and the right to organise on campus, beginning by surveying the state of university democracy.

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### Back to the main motion

**Speech Against:** **Free (1.5 mins)**  
**Summation:** **(1 min)**



<b>Recommendation No:</b>	<b>303</b>
<b>Policy Area:</b>	<b>Students thriving not surviving</b>
<b>Submitted by:</b>	<b>Higher Education Zone Committee</b>
<b>Introduction Speech:</b>	<b>Higher Education Zone Committee (1.5 min)</b>
<b>Open Contribution:</b>	<b>(2 x 1.5 min)</b>
<b>Speech Against:</b>	<b>Free (2 min)</b>
<b>Summation:</b>	<b>Higher Education Zone Committee (1.5 min)</b>

Access is only the first hurdle for students in higher education, retention and success are just as important. Institutions can no longer be passive; they should actively provide support, in order to enable all students to succeed.

#### **Conference Believes:**

1. When students access higher education, their institution has a responsibility to provide active support for that student to achieve their aspirations for their higher education learning experience.
2. Provision of opportunities that a student may access if s/he chooses to do so is insufficient; students need support to access and make the most of the learning environment and be successful in it.
3. Where there is evidence that one specific group of students is less able to succeed in the higher education environment due to structural or cultural barriers, institutions have a responsibility to act swiftly to ensure students have an equal chance to achieve their goals.
4. Students unions have a role to play in developing peer support structures and enabling students likely to be excluded to gain better access to social capital within their institutional community.

#### **Conference Resolves:**

1. Help students' unions to work with their institutions to develop retention and success strategies, taking a life cycle approach.
2. Support students' unions to campaign for fees to be fixed over the course of study for part-time and international students, ending the unjustifiable practice of mid-course fee hikes.
3. Carry out research into the experiences of distance learners recognising that this is a vital mechanism to enable expansion of educational opportunities for students from wide-ranging backgrounds.
4. Build on the research carried out this year on induction to support students' unions to lobby their institutions to deliver appropriate and effective induction that supports the diverse student body to be oriented, integrated and academically engaged.
5. Develop a better understanding of the valuable impact of peer support and peer mentoring between students, particularly between students at different academic stages such as postgraduate and undergraduate, and where unions wish to develop their peer support structures, offer support to do this.
6. Recognise the importance of students' academic engagement to their retention and success and work to develop the way that teaching qualifications and professional development support positive discussion, engagement and accountability between students and teachers in higher education rather than tick-box feedback.
7. Support students' unions to engage with postgraduates who have teaching responsibilities to ensure they are paid a fair wage for the hours they work and given the support and development they need to be successful in their teaching and research.
8. Research the specific induction, support and re-integration needs of students on sandwich years or years abroad and work with students' unions to ensure these needs are met.

## Recommendation No: **304**

**Policy Area:** Higher Education: Funding, Markets and A Policy Platform for 2013  
**Submitted by:** Higher Education Zone Committee, De Montfort, Liverpool Hope

**Introduction Speech:** Higher Education Zone Committee

Each year NUS debates policy on Higher Education Funding. In the run up to 2015 NUS will need a sophisticated position.

### Conference Believes:

1. The next General Election will be held on 7th May 2015. Between now and then the Coalition Government will have made huge changes at all levels of education and society, the state of the economy will look very different and the labour market will have completely different demands.
2. In the 2010 General Elections NUS campaigned for a new system of graduate contributions, linked to earnings post-graduation and not to the cost of provision pre-graduation, with public funding remaining a fundamental part and business also contributing their share. Although we secured a much better deal for part-time students and improved loan repayment conditions, identifiable fees on entry remained creating a sticker price attitude to choice, the government have forced a market in HE to prevail and public spending on teaching was drastically cut.
3. Market principles are now used to reduce cost to the exchequer while reducing support for students and funding into teaching and research. An 'inverse pupil premium' has been created where by the institutions that have the most disadvantaged students spend the least on teaching.
4. Students were betrayed by politicians who signed the pledge to vote for an alternative to top up fees and we will not let them do this again.
5. We should campaign for a coherent tertiary education system with participation reaching nearly all of the population. Politically, socially and economically, the only way to fund such a system is through progressive mainstream taxation.
6. However, currently only 47% of young people access HE and within that some constituencies have only 1 in 10 progressing to university. Even in Scotland, free education in and of itself has not delivered a level playing field in terms of access and retention.
7. Current Institute of Fiscal Studies projections say that "on current plans public service spending in 'unprotected' Whitehall departments could fall by a third between 2010–11 and 2017–18. If departments continue with trajectories implied by current plans, public sector employment will have fallen by 1.2 million by 2017–18."
8. For the 2015 General Election, we must choose our priorities carefully "Free education and grants for all" as a focus in 2015 in an HE context is simply too simplistic, it's time to change our stance.

### Conference Resolves:

1. The balance of funding to higher education between the individual, society and business laid out in the NUS Blue Print was a sound approach but we may need new progressive policies at the next election.
2. While only half of society has access to higher education opportunities it is only reasonable that well off graduates should be asked to make a contribution. Once we have won the fight for universal access to tertiary education as a right, we should seek to revise this position.
3. There should never be an identifiable fee influencing choice of course, institution or whether to go to university at all. Student debt is damaging access, and could have disastrous consequences on how graduates access credit and mortgages.
4. To begin research, consult on and create new policy on education funding so that we are ready with fully costed alternatives come the 2015 General Election.
5. To commit to a long term, ring-fenced campaigns fund that grows over the next three years so that we can afford hugely increased campaigning activity in the year of the 2015 General Election.
6. Our General Election strategy should seek to build a strong defence of the public value of higher education in cities, campuses and communities around the UK, so that public value forms the cornerstone of the campaign to mobilising the student vote.
7. NUS should campaign for a progressive funding system for higher education based on the following principles:
8. Education should be open and accessible to all – sticker prices and market mechanisms will always limit access.
9. Reverse the cuts to the HEFCE teaching grant, reinvesting public money into higher education and reflecting the public value that HE has in society
10. The financial compact between the state, individuals and employers should be re-established. Each should play a role within any new, fair and progressive funding structure and should be a election 2015 priority

## Amendment No: **304a**

### **DELETES MAIN MOTION (Except CR 5 & 6) AND REPLACES**

**Submitted by:** UCL, Goldsmiths, LSE, Black Students Cttee, Dudley College, Mid Kent College, Gateshead, Birmingham South and Central College, Worcester Tech, Birmingham, Edinburgh Uni

**Speech For:** Mid Kent College (1.5 min)  
**Speech Against:** HE Zone Committee (1.5 min)  
**Speech For:** UCL (1 min)  
**Speech Against:** DMU (1 min)  
**Speech For:** Free (1 min)  
**Speech Against:** Free (1 min)  
**Summation:** Goldsmiths (1 min)

### **Conference Believes**

1. The idea of universal access to tertiary education cannot be separated from how it is funded.
2. If we want to be taken seriously by the public, we have to argue for a funding solution that is coherent and principled – not just for what is immediately possible through negotiation.
3. The welfare state was not built because the Labour movement asked for ‘universal access’ to healthcare and education and then conceded on funding before beginning the argument: universally accessible services are by their nature free.
4. The basic principle of public services is that they benefit everyone in society and should be funded by everyone – primarily by the rich and big business.
5. Bosses and businesses, not students, are the biggest financial winners out of the system of higher education: the UCU has repeatedly pointed this out with hard evidence.
6. User contributions in public services – in this case tuition fees or ‘graduate contributions’ – lead inevitably to structural privatisation. If our experience of the last few years has not taught us that, it has taught us nothing.
7. If we are fighting for free education in FE, it makes no sense to argue for a graduate contribution in HE and at the same time argue for a new united conception of ‘tertiary education’.
8. Since the introduction of tuition fees and the scrapping of student grants in the late 1990s student debt has soared.
9. The subsequent increases in fees and the removal of EMA have reduced access to education.
10. Tax Research estimates that the amount of unpaid, evaded and avoided tax in the UK could be as high as £120 billion.
11. That education should be a right, rather than a privilege, funded through progressive taxation.
12. The austerity agenda forces students to pay for a crisis they did not create by cutting spending on education.

### **Conference Further Believes**

1. There is an alternative to cuts, higher fees and paying more through a graduate tax - state investment to provide free education.
2. The government’s own figures show that for every £1 invested in higher education the economy expands by £2.60. Cuts and higher fees are not only socially unjust they are economically illiterate.
3. Investing in education would not only offer opportunities for young people suffering from high levels of unemployment but would play a central role in reviving the economy now and in promoting longer-term prosperity and growth for the future.

### **Conference Resolves**

1. Our fundamental and principled position on education funding should be that it is free at all and any level
2. To work with trade unions over these issues
3. To campaign for free education
4. To make the case for the government to increase investment in education instead of cuts- making the moral, social and economic arguments for the alternative to austerity.

## Amendment No: **304b**

### **ADD AMENDMENT**

**Submitted by:** Dudley College, Gateshead College, Mid Kent, Black Students Cttee, Birmingham South and City College, Goldsmiths, Edinburgh

**Speech For:** Goldsmiths (1.5 min)  
**Speech Against:** HE Zone Committee (1.5 min)  
**Speech For:** BSC (1 min)  
**Speech Against:** Free (1 min)  
**Summation:** Edinburgh (1 min)

### **Conference Believes**

1. £9,000 fees, scrapping of EMA and substantial cuts of more than 5% across the higher education sector is having a devastating impact.
2. Soaring student debt is deterring people from applying to university.
3. In September 2012 54,000 fewer students started at UK universities compared with the year before.
4. The immediate living standards of students are falling due to cuts to bursaries and EMA, rising rents and food prices and lack of available part time work.
5. Women, Black, LGBT and disabled students are the hardest hit by the attacks on education as a result of discrimination and oppression in society.
6. Alongside the attacks on education funding the government is also driving forwards privatisation of parts of the education system, which will see the increasing imposition of market mechanisms.
7. Education should not be subject to the profit motive.

## Conference Resolves

1. To organise a first term national demonstration under the banner of 'No to cuts, fees & student debt – Bring Back EMA!' in central London.
2. To mandate NUS to campaign against all education cuts, student debt, fees and a graduate tax.
3. For "Bring Back EMA" to be a central slogan of the National Demonstration
4. To campaign for the cancellation of all student debt
5. To organise a year-long campaign of protests, direct action and occupations, seeking to coordinate with industrial action by education and other unions.
6. To support students fighting against privatisations and cuts, and to back direct action such as protests and occupations over these questions.
7. To expose the companies seeking to profit from privatisation of the education system.
8. To work with trade unions on campuses over these issues.

**Amendment No:** **304c**  
**ADD AMENDMENT**  
**Submitted by:** **Birmingham, Edinburgh, LSE**

**Speech For:** **Birmingham (1.5 min)**  
**Speech Against:** **HE Zone (1.5 min)**  
**Speech For:** **Edinburgh (1 min)**  
**Speech Against:** **Free (1 min)**  
**Summation:** **Birmingham (1 min)**

## Conference Believes

1. NUS has toned down its demands, substituted paper-shuffling and waffle for campaigns and failed to back student struggles.
2. The poor turn out for November's demonstration reflected this.
3. That we should fund education by taxing the rich and expropriating the banks.
4. We need a dramatic change of course.
5. No policy can produce movements like the 2010-11 protests or the Quebec student struggle. But NUS can be a force which educates, organises and mobilises students, instead of blocking struggles.
6. Alongside the attacks on education funding the government is also driving forwards privatisation of parts of the education system, which will see the increasing imposition of market mechanisms.
7. Education should not be subject to the profit motive.

## Conference Resolves:

1. To announce that NUS is changing its fundamental approach with the slogan "NUS changes course".
2. To campaign for:
  - No cuts: tax the rich and business, expropriate the banks;
  - a living grant for every student;
  - Student support for workers' struggles on campus and beyond;
3. To reject the idea we can rely on a Labour election victory, or change of heart by the Lib Dems, to save us; fight every Coalition attack now; work with unions and the Labour left for Labour to change policy, oppose all cuts and support free education.
4. To support students fighting against privatisations and cuts, and to back direct action such as protests and occupations over these questions.
5. To campaign for free education.
6. To use slogans including "Tax the rich to fund education", "Expropriate the banks", "Scrap student debt" and "Students and workers unite and fight".
7. To expose the companies seeking to profit from privatisation of the education system.

**Back to the main motion**

**Speech Against:**        **Birmingham Uni (1 min)**  
**Speech For:**            **Liverpool Hope (1 min)**  
**Speech Against:**       **Free (1.5 mins)**  
**Summation:**            **(1 min)**

**Motion No:** **30A**  
**Policy Area:** **Using the NSS to build a partnership in Higher Education**  
**Submitted by:** **Liverpool John Moores, York Uni, Sheffield Hallam**

**Introduction Speech:** **Liverpool John Moores (1.5 min)**

## **Conference Believes**

1. Universities increasingly rely on information gathered from teaching surveys, the National Student Survey (NSS), module feedback, etc, to improve the quality of students' experiences of learning and teaching.
2. The NSS is an overly simplistic measure of students' experiences of learning and teaching at university, measuring simply 'satisfaction'.
3. The HE sector and the media use the NSS data incorrectly. Universities that are impossible to compare are ranked alongside each other. The NSS naturalises the idea of students as 'customers' and staff as 'service providers' and further embeds a culture of 'measuring' and 'ranking' inside HE.
4. The NSS can disempower students; their experiences are based on pre define criteria set by government, rather than the individual experiences of each student and the cares of the collective student body.
5. Teaching is a complex process, no single questionnaire or survey can produce data about teaching and learning that captures the totality of an experience. Some things are impossible to measure; the real value of education, that helps to create critical, engaged, confidence and self-reliant students, can't be captured in a survey.
6. Participation in education is an on-going, reciprocal process, in which a student and teacher are both actively involved. Partnership between the students' unions through course reps, academics and the institution, decentralised decision-making, collectivism and democracy are the underpinnings of a process where students are able to improve their experiences.
7. Having said that, NSS is an important and vital tool for students' unions, ensuring they are placed at the heart of academic representation.
8. As much as we strive towards partnership, we must recognise that there is huge power imbalance between students, their union and their institution. Universities regularly undermine the rights of students and the union, and fail to live up to their responsibilities. This can leave students disempowered and with a poor experience.
9. Many students do not have the luxury of choice when it comes to deciding which institution to attend. This may be for a number of reasons, including caring responsibilities, disability, financial constraints, and so on.
10. The NSS helps to change education for the better across the UK. Where a student has limited choice, and where an institution is failing its students, the NSS is one of the only means of redress.

## **NUS Further Believes**

1. The NSS is up for review. It will continue in its current form until 2015, but beyond that it will be a different survey, based on different principles we have the opportunity to set.
2. NUS have a unique opportunity to change and shape the future of the NSS, working with students' union to achieve this.
3. Any measure of students' experiences at university should look to recognise a mix of experiences; not only satisfaction, but also expectations, engagement, partnership, and so on.
4. There should be recognition of the impact of partnership and representation, supporting the core work of students unions, enabling unions to drive forward this work with evidence to back them up
5. Whatever the new survey looks like, it should not be used for staff performance management but instead the data should be shared with staff and students and explore areas of improvement in partnership. NUS is working with UCU to define best practice in using national data like this.
6. One survey can never encapsulate the entirety of students' experiences. NUS's work, supporting students and unions to articulate the public value of higher education is vital in revisiting the language and feel of the market in education.

## **Conference Resolves:**

1. NUS will have a wide-ranging consultation on the future of the NSS in order to challenge the status quo and impact meaningfully on the review.
2. NUS will undertake research into different ways of measuring experience, looking at tools used from around the world.
3. NUS will continue to support students' unions and students to articulate parts of their experience that are impossible to measure – for example, happiness, confidence and the ability to determine our own futures.
4. NUS will continue to support students' unions to create effective course rep structures and that move power away from university management and into the hands of students and academics on a course-by-course basis.
5. To oppose a call to boycott of the NSS, recognising how useful the NSS can be in redressing the power imbalance between universities and students' unions.

## Amendment No: **30Aa**

**DELETE ALL AND REPLACE**

**Submitted by:** LSE, Goldsmiths

**Speech For:** LSE (1.5 min)  
**Speech Against:** Sheffield Hallam (1.5 min)  
**Speech For:** Free (1 min)  
**Speech Against:** Free (1 min)  
**Summation:** Goldsmiths (1 min)

### **Conference Believes:**

1. Universities are increasingly reliant upon information from teaching surveys, the NSS and other forms of student feedback to performance manage academic staff
2. UCU has national policy on the use of teaching surveys in performance management
3. Teaching surveys & the NSS are key elements of neoliberal proposals to transform higher education into a marketable commodity
4. Participation in education is an on-going, reciprocal process, in which a student and teacher are both actively involved. Teaching surveys and the NSS represent a lack of trust in academics and the value of education. Teaching surveys themselves shift the power away from academics towards senior managers.
5. Racial and gender bias has been found in students' evaluations of their tutors
6. Consumerisation does not benefit the future of higher education
7. Teaching is a complex process, no single questionnaire survey can produce data about teaching and learning that will support genuine improvements in either
8. Surveys encourages students to respond to teaching in terms of what they recognise and like. This is a both a mechanism for making teaching practices more uniform, and a discouragement to teaching which breaks new ground and/or presents challenges to the students.
9. NUS should be encouraging innovation across HE, the use of teaching surveys actively threatens this.
10. The National Student Survey (NSS) forms part of the neoliberal proposals (like those in the White Paper) to transform HE into a commodity.
11. The NSS reinforces the ideas of students as consumers and staff as service providers.
12. Whilst feedback is an important and necessary part of education, there are better ways of developing a constructive relationship between staff and students.
13. The NSS is used by the media and by university management for competitive purposes despite its many flaws.
14. That institutions use the NSS as a tool to implement cuts and privatisation in higher education.

### **Conference Resolves:**

1. To oppose the use of teaching surveys & the NSS in performance management
2. To undertake research into the detrimental effect teaching surveys & the NSS have for academics and students
3. To support Students' Unions in opposing embedding teaching surveys into universities.
4. To call a boycott of the NSS.
5. To join the UCU in opposition to the NSS.
6. To work with the UCU in developing alternatives that provide the opportunity for students to engage in meaningful feedback and evaluation with staff.
7. To encourage SU's to build departmental forums for students and staff to come together and discuss how those alternatives would work.

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### **Back to the main motion**

**Speech Against:** Free (1.5 mins)  
**Summation:** (1 min)

**Motion No:** **30B**  
**Policy Area:** **GPA and alternatives to the degree classification system**  
**Submitted by:** **Nottingham Uni, Sheffield Uni**

**Speech For:** **Nottingham Uni (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Sheffield Uni (1 min)**

## **Conference Believes:**

1. A number of universities across mission groups as considering a move to Grade Point Average (GPA) to replace the current degree classification system.
2. The motivation for moving has been cited as a way of better motivating students to work throughout their course, as well as a way for potential employers to distinguish between students who graduate with the same classification.
3. The marking system being proposed is different from any other GPA implementation in any other country.
4. Each university have been left to implement GPA in their own way and there has been a lack of a joined up approach to ensure consistency.
5. That with the rise in student numbers, the current degree classification system with 4 classifications does not allow sufficient differentiation between candidates in a competitive job market.
6. That despite the Burgess Report and the development of the Higher Education Achievement Report, many students are still being unjustly and arbitrarily prevented from applying to jobs with any grade less than a 2:1
7. That graduates are now entering a global job market with a degree classification that is unique to the British system.

## **Conference Further Believes:**

1. There are more fundamental issues affecting student motivation, performance, retention and success.
2. An internationally-unique marking system implemented differently by each UK institution will significantly reduce consistency and not help distinguish between students.
3. If only some institutions move to a different system, there is a significant risk of creating a two-tier degree system in the UK with detriment to a very broad group of students.
4. Universities should focus more on what can be done to improve student retention and success than unresearched changes to the classification system, even if the status quo isn't perfect.
5. That a working group has been convened by 13 Universities, including 12 from the Russell Group, to explore the adoption of the Grade Point Average used in North America and Australasia, and the makeup of this working group risks creating a divide between Russell Group graduates and those from other institutions.

## **Conference Resolves:**

1. NUS should work to identify the motives for changing/not changing the marking and classification system. This research should include
  - a. research with students and prospective students.
  - b. a conversation with employers and their representatives, taking care to include small business, large graduate employers, the public and third sectors.
  - c. arguments for and against standardisation.
2. We resolve only to support GPA or a change to the current classification system if:
  - a. all institutions agree to move to GPA at the same time,
  - b. or if most institutions move to GPA at the same time and there is diversity in the types of institutions that do so.
3. If only a minority of institutions move towards GPA, or if there is little diversity in the institutions that do so, then we do not support GPA.
4. Institutions should only adopt GPA in unison when all preparatory work is complete; any institutions considering going early and alone should reconsider, wait and work with their colleagues to make the UK movement widespread and credible. The UK movement should consider running a pilot of GPA in some institutions if it anticipates moving and prepare well for transition.
5. NUS should work with UUK to ensure that institutions take into consideration the complexity of joint-honour subjects, programmes taught across more than one institution, and professional, statutory and regulated programmes.
6. NUS will work with the OIA to ensure that training is high quality and appropriate. Extenuating or mitigating circumstance consideration is an important part of ensuring fairness in assessment and this should be protected in planning to implement GPA.
7. Our colleagues in the trade union movement and UCU in particular will have strong views on GPA and we will work with them as GPA is considered.
8. NUS will work with UUK and institutions to ensure that communication is well-planned and well-funded and reaches people with information needs such as prospective students, widening participation households, mature students, schools and colleges, employers and the general public.
9. For NUS to consult with members to investigate the advantages and disadvantages of the sector adopting the Grade Point Average as a classification system
10. To campaign against adoption of the Grade Point Average until such time as a representative group of Universities and member Unions are involved in the working group.



**Motion No:** **30C**  
**Policy Area:** **Xenophobic Immigration Policy**  
**Submitted by:** **London Met, NUS ISC, Goldsmiths, LSE**

**Introduction Speech:** **London Met (1.5 min)**

#### **Conference Believes:**

1. 3,000 London Met international students were affected by the UKBA's decision to remove London Met's Highly Trusted Sponsor Status (HTS – their right to recruit international students). Continued attacks are likely while international students remain in net migration figures.
2. The 1999 Immigration & Asylum Act gave the UK Border Agency police powers and established the modern migration system.
3. While restrictions on working rights for Bulgarian & Romanian students expire at the end of 2013, a long backlog of applications still exists. Croatia accedes to the EU in July 2013 and the government say they plan to bring in similar restrictions on Croatians' working rights.
4. The government are examining new restrictions on EU nationals' and new migrants' access to state support.
5. Many UKBA functions have been outsourced to private companies such as G4S and Capita
6. Partnership between NUS, member students' unions, and trade unions was critical in building the movement around the UKBA attack on London Metropolitan.
7. The events at London Met which put 2,600 students at risk of deportation were not a one off, but the result of the Tories neo-liberal attacks combining with racist immigration policies.
8. That the UKBA has failed to give universities consistently up to date information on changes to visa guidelines, making it difficult to comply with them
9. That the recent actions of the UKBA make it less likely international students will feel secure in taking up places at UK institutions.

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

1. UKBA operate with little transparency or oversight. The reasons for the suspensions or revocations of HTS at London Metropolitan, Robert Gordon and Teesside Universities are still not publicly clear.
2. The government's "Don't Come Here" campaign targeted at Bulgarians & Romanians couples with work restrictions to underscore a pattern of state discrimination against citizens of the poorest EU countries replicated since at least 2004.
3. Both home and international students sometimes rely on earned income from working & from access to public support in order to help complete their studies, and national origin should not be a barrier to accessing education

#### **Conference Resolves:**

1. To call for the repeal of the Immigration & Asylum Act 1999
2. To condemn the working permit rules imposed on Bulgarians & Romanians and to oppose the introduction of new discriminatory rules toward Croatians and other EU nationals
3. Oppose all deportations of international students
4. Oppose all racism and discrimination in education
5. Fight for the right of international students to study and work in Britain
6. To oppose, through a variety of tactics including protests, attempts by the government to impose new restrictions on migrants' access to public support
7. To call for an immediate reversal of cuts to funding & jobs for staff processing permits, visas and other migration paperwork, and to oppose all privatisation in the UKBA
8. To launch national action, in partnership with local SUs and trade unions, if a public university or college is stripped of HTS, with a position of amnesty for students: We demand that no students accepted on their courses should lose their places or rights to study & work.
9. To oppose immigration rules restricting international students' right to work.
10. To fight the Tories' racist immigration policies and attacks on international students.
11. To launch a media campaign challenging immigration myths, with special emphasis on international students.
12. To work with the International Students Officer and constituent member unions to support international students who are threatened with deportation, or other punitive action, by the UKBA.

**Motion No:** **30Ca**  
**ADD AMENDMENT**  
**Submitted by:** **Oxford University**  
**Speech For:** **Oxford University (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Oxford University (1 min)**

**Conference Believes:**

1. That both international student welfare and UK economy suffer dearly under the stringent student visa policies of the coalition government, and these policies have led to a brain drain of UK-educated talents.

**Conference Further Believes:**

1. There is a serious backlash from the student community, including prospective students, regarding the policies and behaviour towards international students by the government.

**Conference Resolves:**

1. That NUS should lobby the government to reinstate the Post Study Work (PSW) visa route immediately for international student leavers to give them a fair opportunity.

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**Back to the Main Motion**

**Motion No:** **30D**  
**Policy Area:** **Knowledge Transfer Diploma**  
**Submitted by:** **Aberdeen College, Norwich Uni Arts, Queens Belfast**

**Speech For:** **Aberdeen College (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Norwich Uni Arts (1 min)**

#### **Conference Believes:**

1. Billions of pounds is spent by the parliaments across the UK on university teaching resulting in millions of undergraduates undertaking research as part of their coursework and in particular through final year dissertations, but all too often research topics feel abstract from contemporary challenges and the local community.
2. Many communities face complex problems that academic research could unlock, tangibly demonstrating the public good of higher education.
3. Many students finish their course without having applied their learning in practice Graduate unemployment and underemployment rates are at extreme levels.

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

1. Students should be academically rewarded for undertaking research that is relevant to the local community and economy. Doing so would be a win for students, a win for universities and a win for our wider society by harnessing the greatest impact out of the investment made in university teaching.
2. By facilitating voluntary organisations, charities, business and social enterprises to articulate challenges they face that could be researched by undergraduate students, local communities will see students in a positive light, building sympathy for investment in higher education and other student causes.
3. More should be done to link university courses to how they can be applied in the 'real world', to give students employability skills and links with outside organisations that could be used after graduation

#### **Conference Resolves:**

1. To work with government and the university sector to develop schemes that link undergraduate research, particularly but not exclusively final year dissertations, with tangible challenges faced by local communities.
2. To articulate and celebrate the impact of students research in transforming the lives of those in the communities in which universities reside.
3. To explore the idea of a 'Knowledge Transfer Diploma' or equivalent which could be awarded alongside the current honours degree classification for those students whose work has been utilised by organisations outside the university

**Motion No:** **30E**  
**Policy Area:** **A fairer deal for postgraduate students**  
**Submitted by:** **Leeds University, Oxford University, Nottingham Uni, Newcastle Uni**

**Speech For:** **Leeds University (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Newcastle Uni (1 min)**

#### **Conference Believes:**

1. Postgraduate study is of major national importance, valuable for social mobility, economic growth and supporting the growth and dissemination of specialist knowledge.
2. Currently taught postgraduate study is subject to an unregulated market across UK Higher Education institutions. Fees are set by institutions, without an enforced cap, there is no government loans system and students are expected to pay up front.
3. Currently access to postgraduate study depends not on ability, but on ability to pay – a system that is indefensible on a social justice level, unsustainable and serves to hinder social mobility
4. Many graduates are funding their study through potentially disastrous measures such as credit cards, overdrafts and personal loans. Many others will drop out of their courses, unable to find the finance to complete their degree, or too troubled by crippling debt to continue.
5. The HE sector is in dire need of funding for postgraduate taught courses. Some Russell Group institutions are looking to provide commercial loans to potential students. Other institutions are hiking up prices, and closing degree courses.
6. There is a policy window that we should take advantage of - the sector, government, students, are looking for an alternative.
7. NUS published a taught postgraduate funding proposal in November 2012. There is only one of two proposals in circulation, and we are the only organisation currently pushing for a non-commercial solution.

## **Conference Further Believes:**

1. The NUS Taught Postgraduate Funding Proposal creates three streams of access to postgraduate study. All these schemes would involve the creation of a discrete number of government-backed loans repayable on similar terms to undergraduate income-contingent loans:
  - (a) One scheme to support initial access to the professions targeted at those with greatest need and designed to ensure greater diversity in progression to the professions
  - (b) One scheme for employer-backed student loans for those wishing to study any kind of postgraduate qualification part-time alongside employment
  - (c) One more general scheme for supporting students to undertake a Masters, whether full- or part-time
2. The NUS Taught Postgraduate Funding proposal is the first step we can take towards an equitable, funded and regulated system of taught postgraduate study.
3. The proposals set out are by no means a perfect solution to these problems; but in a time of unprecedented economic turmoil, we feel that such a scheme would present a massive step in the right direction. (4) We cannot sit back and allow bright, motivated graduates to be denied access. These proposals have the potential to make a significant impact on social mobility, as well as generate wider social and economic benefits.

## **Conference Resolves:**

1. To formally adopt the NUS Taught PG funding proposal
2. To continue to campaign for government to adopt our proposals as a first step towards a funded, equitable and accessible system of taught postgraduate study
3. NUS to not engage with policymakers in a way that encourages an attitude that postgraduate students are less important than other students in HE or FE.
4. NUS should call for a loan for medical students to cover graduates who study medicine on the 5-year Graduate Medics course and to maintain provisions for graduates on the 4-year medicine course.
5. That the ultimate goal for NUS in the medium term should be for full tuition fee loans, maintenance loans and maintenance grants for postgraduate students.
6. To develop a universal and comprehensive postgraduate funding model for both taught and research students alike.
7. For NUS to call for a cap on postgraduate fees on all courses.

**Motion No:** **30F**  
**Policy Area:** **Timetabling**  
**Submitted by:** **Leeds Met, Mature & PT Cttee**

**Speech For:** **Leeds Met (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Leeds Met (1 min)**

**Conference Believes:**

1. That Universities range from small specialist institutions to the large & complex
2. That there is constant pressure on Universities to reduce the number of buildings in their use.
3. The numerous studies over many years determining that rest is essential to optimise learning.
4. A number of students are timetabled for over 4hrs regularly.
5. Students undertaking part-time work to supplement their income enjoy statutory protection to ensure they get rests at work.
6. That whilst comparable, there are differences between the concentration levels required for optimising learning and effective work performance.
7. That timetabling is released late in the year, disadvantaging many student groups.
8. Student carers are disproportionately affected by such late release, because of childcare and managing time, work and life balance.
9. Similarly many student courses are run in the evening when the majority of student services are closed.

**Conference Further Believes:**

1. That timetabling University teaching is clearly a difficult task.
2. That breaks are essential to reflect on learning and to ensure the best learning.
3. That with the huge sums paid in fees, students are entitled to maximise the value of their teaching.
4. That there will be some students (who have access needs and other health conditions or disabilities) for whom more regular breaks may be essential.

**Conference Resolves:**

1. For this become a priority for the HE zone committee.
2. The NUS NEC to raise this matter with UUK and similar bodies to identify good practice and collaborate to share the best examples.
3. The NUS Vice-President (Higher Education) to produce a briefing /campaign resource to support member Unions in dealing with this matter with their own institution.
4. NUS should lobby institutions, to provide students with timetables eight weeks before each academic term.
5. NUS should provide information on how to re-align student services, to allow all students fair access to the services and support they require.

**Motion No:** **30G**  
**Policy Area:** **International Students**  
**Submitted by:** **NUS IS Cttee**

**Speech For:** **NUS IS Cttee (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **NUS IS Cttee (1 min)**

**Conference Believes:**

1. That international students, and specifically international student issues, are under-represented in students' unions and associations across the UK and in NUS.
2. That following the widely reported loss of London Metropolitan University's highly trusted status, many international students across the UK feel that their position is increasingly precarious.
3. That the recent loss of the post-study work visa has made studying in the UK less attractive for those outside the EU.
4. That the UK Border Agency's regulations regarding international students are unfair, unnecessary and damage the UK education system's global reputation.
5. That the Coalition government's treatment of immigrants is a cynical attempt to stir up racist and xenophobic views to take support away from the far right, without fully challenging their ideas.
6. That tuition fees for international students are currently unregulated and tend to be much higher than the cost of provision.
7. International student fees often rise over the course of a student's period of study.
8. That education should be provided free as a public service for the benefit of all.
9. That some form of regulation of international student fees would be a step in the right direction.
10. That regulation of international student fees will not cost the government very much.

**Conference Resolves:**

1. To campaign for the Government to introduce legislation around international students, making the following demands:
  - a. That no student's fees should increase over the course of their period of study.
  - b. That there should be a cap on the maximum fee that an institution can charge for a given course.
  - c. That the cap should be as low as possible.
  - d. That the socio-economic background of international students should be monitored.

**Motion No:** **30H**  
**Policy Area:** **Arts Education**  
**Submitted by:** **Guildhall School of Music & Drama, Uni Arts**  
**Speech For:** **Guildhall School of Music & Drama (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Uni Arts (1 min)**

**Conference Believes:**

1. It is shameful and a detriment to society that arts and creative subjects have been defunded to protect STEM subjects; arts have a crucial role in the development of society.
2. Creativity has a wider impact beyond core creative subjects and is an essential part of all education, it has importance socially as well as economically and contributes to technical industries such as computer game technology where artistic skill are as important as scientific knowledge.
3. Academic attainment, while important for admission in many subjects in Further and Higher Education, is not as relevant as practical skill in an arts education.
4. Sharing resource will be crucial to the success of small and specialist institutions, like many arts institutions, in an environment of rising costs and limited income.
5. An arts education is of national importance, to the UK higher education sector and society as a whole. An arts education is about innovation, creativity and self-expression – which are valuable social goods.
6. The high cost of an arts education, before and after College or University, can be a disincentive to a diverse range of people participating. There are threats to investment at school level and there is a real danger that arts education will become socially exclusive.

**Conference Resolves:**

1. NUS will be a key partner in the national coalitions lobbying Government and the sector to protect and invest in arts education, before it becomes too late to sustain.
2. NUS will conduct research into the value of creativity and creative subjects in all education. This will include looking into the value of programmes that share STEM and arts features.
3. NUS will lobby UCAS and institutions to ensure an easy system of application into education that allows creative and arts students to show the quality of their work and not just their past or expected academic attainment in the same manner that UCAS Route B did.
4. NUS will work with the sector to facilitate meetings to explore how sustainability and added value can be achieved in and between arts institutions and students' union.
5. NUS will work with sector bodies, such as GuildHE, Arts Emergency and the NUT to remove barriers for all people to benefit from arts education. Arts education should feature in school curriculum, adult education and in wider society.
6. NUS will work with sector bodies to mitigate the hidden course costs to an arts education, which can be disproportionately high.
7. NUS will work with students' unions at arts institutions to shape their institution's access policies to encourage more support for students from low-income backgrounds.
8. Foundation diplomas for arts should be free and funded properly, so that students have every opportunity to succeed.

**Motion No:** **301**  
**Policy Area:** **Circle of Life**  
**Submitted by:** **NUS MPT Cttee**

**Speech For:** **NUS MPT Cttee (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **NUS MPT Cttee (1 min)**

**Conference Believes:**

1. Currently, data of student demographics is only received after entry into education.
2. There is a need to have data on pre entry, to understand the start of the student life cycle.
3. Currently, there is no understanding of the difference between student groups, such as Mature, Part Time, Student Carers, Student Parents, Distance Learners and HE in FE.
4. That the term widening participation does not currently include student groups such as, Mature and Part Time students'.

**Conference Further Believes:**

1. Currently, we have no data of the impact to the different demographics and, the impact on the choice of institution, type of study and course.
2. Currently, we do not have data on the drop out rate of students in education and the reasons behind this.
3. University should be a place where students' work with institutions to have an agreed shared vision for learning.
4. Students returning to education after and with employment, bring skill sets that are often duplicated.

**Conference Resolves:**

1. That the HE and FE zones collect information, regarding if different demographics study closer to home? the type of study and if there are particular courses favoured?
2. For NUS to gather data from FE and HE on the reasons on the drop out rates that affect retention of various student groups.
3. For VP HE to approach different mission groups about being partners on an agreed shared learning process.
4. NUS to lobby HE institutions to recognise and accredit skill sets that students bring with them into education.



**Motion No:** **30J**  
**Policy Area:** **“I Believe the Children are the Future!” Teach Them Well by Ensuring Teacher Training Continues to be Taught in University**  
**Submitted by:** **Oxford Brookes, Liv Hope**  
**Speech For:** **Oxford Brookes (1.5 min)**

**Conference Believes:**

1. Universities should remain at the centre of Initial Teacher Education (ITE) because:
2. The coalition government is proposing to change the Initial Teacher Education (ITE) model so that it is taught in schools and not in universities; this will have a detrimental effect to students and the future of teaching courses.
3. A theoretical basis to Initial Teacher Education is essential, and this is best gained within an active academic community.
4. New teachers thrive on innovation and best practice from across the sector; universities are the best place for these processes to happen, not in a school.
5. The last OFSTED round showed more University lead ITE courses to be outstanding than ones based solely in schools.
6. Schools do not have the infrastructure to support the whole of the student experience, including access to sound admissions process, libraries, IT resources, complaints systems and counselling.
7. Trainees should be prepared in their ITE to teach in a variety of contexts, made available by a well-developed placement office.
8. Students should have the opportunity to meet and develop their ideas with a range of other students who have, in turn, experiences of their own; this is not always available in solely School Centred ITE.
9. Students need high quality learning resources which can only come through long-term investment, made possible through knowledge of student places for the foreseeable future.
10. Placements underpin good teacher education because they provide trainees with real-life practical experience. It is crucial that placements allow trainees to build confidence and experience in different contexts. Placements allow application and reflection of theory learnt on campus.
11. University led training & school placements builds networks for future success in the sector.
12. There is an assumption that students on professional courses such as Initial Teacher Training (ITT) have access to the career development information and training that they need through work-placed learning; however, this is not always the case.
13. Admission onto courses with Qualified Teacher Status (QTS) should be rigorous and ensure that trainees are able to achieve success on the course.
14. Universities should be a place where the best teachers are trained and this training should be supported by quality school placements and adequate career support.
15. Prospective students are expected to undertake QTS tests prior to enrolling on a HE course; however, essential support from Students’ Unions and HEI’s will not be in place.
16. Initial Teacher Trainees deserve representation from both their Students’ Union and the National Union of Teachers throughout their studies
17. SU engagement with trainees is difficult due to the nature of their studies. This lack of engagement can stop trainees accessing SU support

**Conference Further Believes:**

1. The implications of the various ITE models that exist is instability in our institutions and this is making some ITE courses unsustainable; this has implications for the quality of research into teaching and learning across the sector as well as the experience of currently enrolled students.
2. NUS should support SUs and NUT to work together and co-ordinate their engagement throughout their training; especially during recruitment, induction and transition into the workplace
3. Trainees need and deserve the same support from their SU as any other student

**Conference Resolves:**

1. NUS will create a written position on this issue and judge its support for the various models of ITE on the beliefs in this policy.
2. NUS should lobby government to ensure that universities should have overall responsibility for the quality of the trainee experience, including provision of resources and complaints, so that students have well-understood rights and ways to shape their learning with good support
3. NUS will hold the DfE and BIS accountable for the implications of their models on Education Faculties and courses and win assurances that University research into education will continue to be supported by Government and remain strong
4. NUS will lobby to ensure that this happens; SUs should have access to this information in order to judge relationships between schools & universities
5. NUS should provide analysis and briefings for SUs on the Newly Qualified Teacher (NQT) Survey, so that SUs can better understand the ITE experience and act accordingly
6. NUS will work with national HEI careers services, trades unions and the University Council for the Education of Teachers to improve careers services for professional students.

7. NUS should work with DfE to ensure that admissions should seek to establish a direct link between applicants and the teaching path applied for, and not simply or only require competence in core subjects; a good background in music, for example, is more useful for a great music teacher regardless of proficiency in maths.
8. NUS should work with DfE to redefine the QTS tests, to ensure equal opportunity, pertinence and fairness.
9. This new test should be used as part of the admission process for QTS courses, without time restrictions, limited attempts or a 24 month exclusion. The outcome of the test should be based on a simple pass fail judgement.
10. NUS will work with NUT to provide guidance on support available from the SU and NUT during placement, and where they complement and differ – for example in disputes arising under the University regulations or under workplace regulations
11. NUS will create guidance on engaging ITT students and understanding their lifestyle - such as time spent on placement or on campus

**Amendment No:** **30Ja**  
**Submitted by:** **Goldsmiths**

**Speech For:** **Goldsmiths (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Goldsmiths (1 min)**

**Conference Believes:**

1. That the Department for Education has significantly cut the number of PGCE places that universities can recruit for in some courses and will soon threaten core courses such as english, maths and science.
2. These cuts will remove a key source of funding for Higher Education institutions threatening them, the courses and places they provide. Ofsted itself recognises that PGCEs were far better at producing good teaching than other forms of Initial Teacher Training (ITE) such as Michael Gove's preferred 'School Direct'.
3. More crucially PGCEs are a progressive means of combining school placements with teaching on pedagogical theory and critical engagement with education. Such critical thinking is crucial for progressive education.

**Conference Resolves:**

1. To build a national campaign against the closures of PGCEs with teaching trade unions.
2. To publicise the socially progressive benefits of pedagogic theory in ITE and produce toolkits for activists.

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**Back to the main motion**

**Speech Against:** **Free (1.5 mins)**  
**Summation:** **(1 min)**

**Motion No:** **30K**  
**Policy Area:** **Marketisation**  
**Submitted by:** **Birkbeck**

**Speech For:** **Birkbeck (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Birkbeck (1 min)**

**Conference Believes:**

1. Marketisation of Education is not only about how much we pay for our qualifications; it is increasingly about the content of our courses as well.

**Conference Further Believes:**

2. Workplace learning is of enormous value, which is not just an important part of the educational and skills agenda for the future, but with the reach of the internet and novel ways of delivering services, it will be the central part of the virtual college and university.
3. The Leitch Agenda and Lifelong learning are positive, not only because they aim to increase skill levels, but also because aim to they enrich our lives through learning.
4. However, we must oppose unethical companies beholden to the for-profit and giant shareholder bottom lines, dictating the content of OUR courses.
5. It is appalling that McDonalds is one of the first companies to be allowed to grant qualifications.
6. The government is giving a veneer of acceptability to McDonalds when the reality is that McDonalds block unionisation of their staff, and sell food that is high fat, salt and sugar and against all government healthy eating recommendations.
7. The current UK policy on drugs is problematic, but to be consistent it should include McDonalds's food as a controlled substance.
8. McDonalds aggressively market to children (even sponsoring schools in the USA), and children are extremely vulnerable advertising.
9. McDonalds are not worthy of dictating the content of our qualifications.
10. Universities have a proud history of being safe havens for debate, free thought and exploration of ideas. However, the course cuts and fee hikes, now in force, attack all courses and all students: creating barriers which we have fought so hard to destroy.
11. The global recession requires the HE sector more now than ever to open its doors to new and current students re-skilling, up-skilling, returning to the 'traditional' workplace after giving their family the best possible start in life with full-time 'unpaid' homemaking work.
12. Private companies not in the education delivery sector must be kept out of education, and be prevented from conning a generation of students into poverty and mass-debt by burger-flipping studies.

**Conference Resolves:**

1. To campaign for McDonalds to stripped of qualification award granting powers, and launch a stickering campaign to warn against "greasy education".
2. To terminate NUSSL's love affair with McDonalds and ban it from promoting McDonalds on the NUS Extra Card.
3. NUSSL to disengage with McDonalds and cut all links with them

**Motion No:** **30L**  
**Policy Area:** HE to left of me FE to the right, HE in FE suck in the middle confused  
**Submitted by:** Canterbury College  
**Speech For:** Canterbury College (1.5 min)  
**Speech Against:** Free (1.5 min)  
**Summation:** Canterbury College (1 min)

**Conference Believes:**

1. In 2012-2013 close to 10,000 'margin' places students started studying in FE colleges due to number control decisions.
2. That where colleges and higher education institutions have previously had franchise arrangements reforms to higher education have led in many cases to competition between HE and FE providers of higher education.
3. That this will lead to a loosening of ties between HE and FE unions where they exist.
4. That colleges will in some cases need to work very hard to ensure a high-quality higher education environment for HE students eg in the area of access and admissions.
5. That not nearly enough has been done to understand the different learning context of HE in FE students, and how these students can best engage with their learning and be represented to their institution(s).

**Conference Further Believes:**

1. That 10,000 students left in limbo between NUS zones is not a good thing
2. That FE students' unions do not always have the experience and/or resources to support issues HE students face
3. Both HE and FE institutions see HE in FE students as the other institutions problem
4. HE unions do sometimes not know they have HE students they represent at FE institutions

**Conference Resolves:**

1. To mandate the HE Zone to work closely with the FE Zone to undertake research to more fully understand the motivations, experience and aspirations of students studying higher education in further education.
2. For the FE and HE Zone to collaborate on the best way for the NUS to represent HE in FE students.
3. For the HE and FE zone to decide which zone HE in FE students fall into.
4. For the UD zone to work with FE unions to make sure they are resourced fully to support HE in FE students.
5. For the UD zone to consult with both HE and FE unions to develop and produce briefings, reports and other information as appropriate to support HE and FE unions to understand and represent these students.
6. To ensure that the different models of delivering higher education in further education (for example in different Nations) are taken account of in any work undertaken.
7. To take steps to bring together HE and FE unions to agree appropriate mechanisms for supporting students studying HE in FE eg service-level agreements.
8. To work with appropriate sector bodies including Association of Colleges, the Mixed Economy group of colleges providing HE in FE and the funding councils to advocate for the necessity of ensuring a robust student voice for HE in FE students.
9. The HE zone to run training events and create resources that self-awarding FE colleges can easily access to ensure HE quality is an important issue

**Motion No:** **30M**  
**Policy Area:** **Postgraduate Employment**  
**Submitted by:** **NUS NEC**

**Speech For:** **NUS NEC (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **NUS NEC (1 min)**

**Conference Notes:**

1. The publication of the NUS survey of Postgraduate Employment
2. The findings of this survey suggest:
  - Almost one in three postgraduates who teach earn below minimum wage in real terms.
  - The average postgraduate teacher will work almost twice the hours they are paid for.
  - At least 30 per cent of postgraduate teachers have no departmental representation.
  - Nearly half of respondents claimed that they did not receive a job description when applying for their position.
  - The experience of postgraduates who teach differs widely between institutions as well as internally between departments.

**Conference Believes:**

1. Teaching is a hugely rewarding job, and is a chance for PGR students to gain valuable skills and experience to help them in their future career paths.
2. The report reveals much postgraduate work is undervalued and underpaid by their institutions.
3. Institutions should provide, where possible, formal induction training for all postgraduates before they commence their teaching duties.
4. That trade unions, particularly the UCU play an important role, in coordinating good practice and negotiating with institutions on behalf of their employees.

**Conference Resolves:**

1. To promote joint UCU/Student Union meetings with graduate employees to discuss the survey's findings and the related recommendations.
2. To encouraging students' unions to build close partnerships with local UCU branches to collaborate and steer policy and campaigns relating to postgraduate teaching.
3. To encouraging student unions to create a graduate teaching committee with representatives from UCU, students union and graduate teaching reps from university departments.

**Motion No:** **30N**  
**Policy Area:** **We want good placements**  
**Submitted by:** **Northumbria**

**Speech For:** **Northumbria (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Northumbria (1 min)**

**Conference Believes:**

1. The value of placements is increasing, and many students already have to complete a year in industry as part of their course.
2. Excluding NHS courses and placements, it is down to students to apply for their placements and choose their choice of organisation to work in.
3. There is currently no scheme that accredits or validates placements that is endorsed by an independent and recognised organisation to students.
4. Placements can significantly enhance students' employability through hands on experience within their field.
5. There are placements that only give students basic administrative tasks, and are not beneficial to the students' self-development or experience in the field.
6. Students do not get to make an informed choice of where they will be on placement due to the lack of information on the quality of placements.
7. There should be a governance and/or rating system to accredit and endorse placements through a recognised organisation such as NUS.
8. It is proven that students want the information on the quality of placement, for the likes of student initiatives [www.ratemyplacement.co.uk](http://www.ratemyplacement.co.uk)
9. NUS's stance against unpaid internships makes it harder for students to choose a good placement.

**Conference Resolves:**

1. NUS to develop a scheme to accredit placements, giving students a more informed choice of where to go.
2. NUS should pressure employers to raise standards of their placement opportunities through the scheme.
3. The scheme should also allow students to rate their experience, and give peer to peer feedback to prospective placement holders.
4. NUS should promote the positives of going on placement to students, and encourage them to do so.

**Motion No:** **300**  
**Policy Area:** **Fund Graduate Entry Medicine**  
**Submitted by:** **Kings College London**  
**Speech For:** **Kings College London (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Kings College London (1 min)**

**Conference Believes:**

1. A large proportion of medical (MBBS) and dental (BDS) students on the 5year Undergraduate programmes in the UK are Graduates.
2. Under current Government proposals, these students are not entitled to any tuition fee support or maintenance grant from Student Finance England (SFE) despite the recent treble in tuition fees.
3. Most of these students are furthermore not entitled to any University bursary schemes despite low household income.
4. Across the UK, students have wrongly been given tuition fee loans by SFE in the past few years and have consequently suffered financial hardship following withdrawal at short notice, and demands to pay back several thousand pound within a few weeks, leading them to consider leaving Medicine.
5. Any UK student undergoing financial hardship should have access to appropriate, timely support
6. Mistakes made on behalf of SFE should be taken into account by the Universities, thus allowing those affected students enough time for fee repayments.
7. Student Unions under NUS should work closely with the universities to support any student facing financial hardship, especially graduates.

**Conference Resolves:**

1. NUS should lobby government, particularly the Department for Business, Innovation and Skills and the Secretary of State, to discuss funding plans for graduate students on the 5 year Medical and Dental programmes respectively.
2. NUS should particularly lobby government for tuition fee support and maintenance grant access to graduate students, especially those from low-income backgrounds.
3. NUS should work closely with the British Medical & Dental Associations respectively, in efforts to both lobby government nationally, and also to provide timely support to affected students regionally.
4. NUS should work closely with charities that offer financial bursaries to graduate students, and inform graduate students at Universities about any available help/support.
5. Student Union Presidents should organise and chair meetings with the Heads and Deans of the UK Medical & Dental Schools to address this pertinent issue.
6. Student Union Academic Affairs officers should work closely with the British Medical Association Intra-School Chairs for each respective Medical School to ensure students affected are given relevant advice and help on academic matters.

**Motion No:** **30P**  
**Policy Area:** **Confirmation and Clearing**  
**Submitted by:** **Northumbria**

**Speech For:** **Northumbria (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Northumbria (1 min)**

**Conference Believes:**

1. Confirmation and clearing can be an extremely stressful and distressing process for many prospective students.
2. It is currently possible for institutions to neither release nor confirm a prospective student's application and to leave them on 'hold' until places get filled, either by original applicants or through clearing. Until a prospective student is released by that institution, they cannot enter clearing to apply to another institution. If this takes too long, this could be a serious disadvantage for that prospective student and cause unnecessary distress.
3. In an environment in which institutions increasingly see themselves in competition with one another and more and more institutions may attempt to rise up league tables through raising their average UCAS tariff. One way of doing this would be through clearing.
4. With the introduction of core and margin places, it is possible that this behaviour could increase as institutions aim to recruit more students with ABB+ A levels as these places are outside of the student number control.
5. Those who are going through clearing are not represented by their prospective HE Students' Union. Therefore, it is very difficult for Students' Unions to tackle the issues that arise from prospective students being held by institutions as they 'fish' for other prospective students with higher UCAS tariffs. Practices such as these are not ethical.
6. There are many flaws with the current system and we need to ensure that they are mitigated unless and until a new system comes into place.

**Conference Resolves:**

1. To investigate this issue and to look into ways of providing prospective students with support and representation throughout the clearing process from informal advice to formal complaints against institutions.
2. To lobby HEFCE, UUK and other bodies to ensure that Institutions are carrying out ethical admissions processes, including those processes conducted in confirmation and clearing in order to ensure that prospective students have sufficient protection and representation.
3. To support Students' Unions in ensuring their higher education institution acts ethically and in the interests of prospective students through lobbying and securing student representation on clearing panels



**Motion No:** **30Q**  
**Policy Area:** **Student Representation in MOOCs**  
**Submitted by:** **Bath University**  
**Speech For:** **Bath University (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Bath University (1 min)**

**Conference Believes:**

1. There has been considerable innovation and expansion in the provision of Massive Open Online Courses (MOOCs) in other countries over the past 12 months.
2. In the UK, Futurelearn, majority owned by the Open University, is set to launch later this year with 17 partner Universities and an agreement to develop online courses using resources from the British Library.
3. In addition to this the University of Edinburgh and University of London are currently offering courses through the United States based Coursera which already has 2.7million registered students.

**Conference Further Believes:**

1. MOOCs have tremendous potential in expanding access to education and lifelong learning.
2. There are associated risks with the development of MOOCs and the objectives of Universities involvement are not clear.
3. As they are currently non-credit bearing MOOCs are not subject to the 1994 Education Act and thus have the potential to develop into unregulated education systems.
4. Student representation within MOOCs is an unresolved issue, as content is generated based on individual University courses but not students of the institution.

**Conference Resolves:**

1. To continue to monitor the development of MOOCs and their potential impact on lifelong learning.
2. To investigate student reputation within MOOCs

## Zone | Society and Citizenship

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### Policy Recommendations

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Recommendation No: **401**

Policy Area: **Organising for now and for 2015**

Submitted by: **Society and Citizenship Zone Committee, Hull University Union**

Introduction Speech: **Society and Citizenship Zone Committee (1.5 min)**

Through this zone we have the power to support the development of student leaders, winning on campaigns like the Living Wage. Activist development should be geared to the needs of students' unions locally, but it can also be a platform for students to engage on the issues in the run-up to 2015. The upcoming General Election brings both challenges and opportunities for NUS, but through community organising and voter registration we can show the true power of students when it comes to us facing our politicians, while continuing to win for our students' locally, before and beyond that.

#### Conference Believes:

1. One of the roles of the Soc-Cit zone is to champion the politics that is at the heart of students' unions and the student movement.
2. Students' unions have a role to inspire their students on the relevance of social issues to students.
3. Issues within this zone's remit are often those that get many students involved in their union, particularly through single issue student activity campaigning groups.
4. That voter registration is a problem for students partaking in the democratic process, in addition to this many students register to vote but do not then take the active step to fill in their ballot on the day.

#### Conference Further Believes:

1. That the Society and Citizenship Zone needs to have a debate about how we support students to organise on Society and Citizenship campaigns.
2. We have much more to do to get NUS and students' unions to genuinely and meaningfully engage their members on Society and Citizenship issues.
3. NUS rightly campaigns from the centre on national issues, but we must up our game on empowering students to win locally.
4. We need more debate on how we support unions to reach out to their members, balancing attending college/university meetings with building relationships with students.
5. NUS should continue to develop its activist development work to skill students in a range of methods of campaigning and community organising.
6. We need to win for students locally in run up to general election so politicians can sense the power of students.
7. That small and specialist unions face different challenges to bigger and better resourced unions.

#### Conference Resolves:

1. For the Zone to use the activist development programme to support its efforts to build campaigners for specific campaigns (eg living wage, transport costs, etc)
2. To develop student organisers in the run up to 2015 to mobilise students and influence politicians locally ahead of the general election.
3. Seek partnerships with those seeking to empower citizens to build a roadmap for students' unions for 2015.
4. To focus on voter registration to maximise the power of the student vote in the run up to Election 2015.
5. To investigate what takes students on their journey from voter-registration to the ballot box, focusing on the barriers that mean some students register to vote but do not actually do so.

## Amendment No: **401a**

### ADD AMENDMENT

**Submitted by:** Aberdeen College, Derby Uni, Norwich University College of the Arts  
**Speech For:** Norwich University College of the Arts (1.5 min)  
**Speech Against:** Free (1.5 min)  
**Summation:** Derby Uni (1 min)

#### Conference Believes:

1. Our vision for a tertiary education sector is rooted in partnership with communities
2. Living wage is an example of a campaign where we can win in communities, delivering benefits both for students and wider communities alike
3. The tertiary education sector is amongst the key sectors paving the way for the implementation of the Living Wage across the entire UK economy.
4. Students' unions are at the forefront of the Living Wage campaign nationally, with over 30 students' unions campaigning on the issue.
5. There is huge momentum for the Living Wage campaign nationally, with the campaign receiving cross party support.

#### Conference Further Believes:

1. That the trend of privatisation of key services (cleaning, catering and security) in tertiary education institutions is enabling and perpetuating payment of low wages below the Living Wage to many employees in such institutions.
2. By leading on the Living Wage campaign and applying community organising principles, students and students' unions have an excellent opportunity to build relationships with their communities, and demonstrate their potential influence in their local areas.
3. That through supporting campaigns like the living wage, NUS can help build student leaders and organisers to win things locally and build momentum in the run up to the 2015 general election.
4. Student organisers will play a real role in engaging students and communities in the 2015 election.

#### Conference Resolves:

1. To deliver an extensive, regional training programme for students unions' on how to win the Living Wage in their institution.
2. To support and work in partnership with trade unions and other campaigning organisations on making the tertiary education sector the UK's first completely Living Wage sector.
3. To conduct UK wide research on the payment of the Living Wage, trends in privatisation of key services (cleaning, catering and security) and pay ratios throughout the tertiary education sector.
4. To work with the colleges and universities to help finance and support students' unions to pay the Living Wage.
5. To deliver student community organisers specifically through the vehicle of living wage.
6. To pilot individual voter registration drives in the nations, and work with partners on getting students registered and mobilised to vote in the lead up to the 2015 General Election.
7. Explore strategic partnerships around voter registration with other organisations such as Bite the Ballot

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#### Back to the main motion

**Speech Against:** Free (1.5 mins)  
**Summation:** (1 min)

**Recommendation No:** **402**  
**Policy Area:** **Votes at 16**  
**Submitted by:** **Society & Citizenship Zone Committee**

**Introduction Speech:** **Society and Citizenship Zone Committee (1.5 min)**

The right to vote is key to an individual being seen as a full, equal and valuable citizen of society, and enables meaningful participation in democratic processes. Younger voters can have a different perspective on social issues and on public services but at present 16 and 17 year olds currently have to rely on older voters to represent their concerns. Lowering the voting age would allow these voters to represent their own issues and would mean politicians would have to listen to voters coming from a different perspective.

As part of the terms of the Scottish independence referendum in 2014 younger voters aged 16 and 17 will be allowed to vote on Scotland's constitutional future. This was a seminal moment for Scottish democracy and will act as a litmus test for the implementation of Votes at 16 UK wide. The campaign for Votes at 16 in UK is also endorsed by our European counterparts who are seeking parity of the voting age across Europe.

### **Conference believes**

1. Over 1.5 million 16 and 17 year olds are currently denied the vote in the UK.
2. At 16, people become adults and take on a number of responsibilities.
3. The promise of the vote at 16 in the Scottish independence referendum in 2014 has added momentum for the campaign for Votes at 16 nationwide.

### **Conference Further Believes:**

1. Lowering the voting age has the power to reinvigorate young people, captivating those that feel disempowered and excluded from the political process.
2. At a time when people feel that politics isn't relevant to them, young people need to be encouraged to take part in democracy, not kept out from it.
3. Stopping 16 and 17 year olds from voting and having the chance to be heard sends a signal to them and to society, especially politicians, that their views aren't valid and that they aren't full citizens.
4. If 16 year olds can leave school, work full time, pay taxes, get married, and join the armed forces then they should be able to take decisions on their future.
5. That engaging younger people in democracy creates more politically engaged citizens who are more likely to develop a lifetime habit of voting.
6. The scrapping of Citizenship Education contributes to a disengagement and lack of awareness amongst young people of our political system and social issues.

### **Conference resolves**

1. Lobby political parties to get Votes at 16 on the agenda in the run up to the 2015 General Election.
2. Gain support from MPs on the campaign and propose a Private Members Bill or a parliamentary debate on the subject.
3. To encourage other influential organisations to join the Votes at 16 coalition.
4. To gather support from trade unions on the campaign.
5. Highlight the campaign in the media and demonstrate the case for Votes at 16.
6. Call for radical changes to the way in which citizenship education is taught within the national curriculum, by commissioning an investigation into the experiences of students studying citizenship today.
7. Develop campaign materials in conjunction with other organisations to support students' unions campaigns.
8. To work with the Further Education Zone in supporting Students Unions to campaign on the issue.
9. To link with organisations looking at citizenship issues in schools.
10. Support students' unions to lobby local councils to give 16 and 17 year olds voting rights in local elections, and additional local decisions.
11. Work with NUS Wales to lobby for reduction in voting age in the devolved nations.

**Amendment No:** **402a**  
**ADD AMENDMENT**

**Submitted by:** **Cornwall College, Aberdeen College, Cumbria, Canterbury College, Derby University, Inverness College, South East Regional College**  
**Speech For:** **Canterbury College (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Aberdeen College (1 min)**

### **Conference Believes:**

1. That the UK government voted to adopt Votes for 16 year olds with a clear mandate in January 2013

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2. That the lack of MPs present for the vote signifies a lack of interest in youth engagement in politics
3. That the failure of the government to adopt this policy would be undemocratic
4. That across all the Nations there is political support for Votes at 16 to be implemented with the Northern Ireland Assembly, Welsh Assembly and Scottish parliament voting in favour of this
5. That 16 year olds will be allowed to vote in the Scottish referendum in 2014, but not currently in other elections.

## **Conference Further Believes:**

1. That citizenship education is vital to youth engagement in politics
2. That cuts to citizenship and enrichment funding are part of an assault on the rights of young people
3. The government would think twice about its assault on young people if 16 and 17 year olds had the vote
4. Only the Conservatives lack distinct "Votes at 16" policy
5. That the adoption of votes at 16 would be significant for policy makers and would challenge the status-quo of young people paying for the financial crisis.

## **Conference Resolves:**

1. To continue the push on the UK government and devolved assemblies to adopt and fulfil their political mandate
2. To organise around local and national elections, starting in May 2013 to get 16 and 17 year-olds along to ballot stations and stage sit-ins in protest at their voices being shut-out
3. To work with partners to mobilise the youth vote and get 16 year olds registered to vote
4. To organise stunts as part of a "day of action" in the run-up to elections outside local authorities and electoral offices

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## **Back to the main motion**

**Speech Against:**            **Free (1.5 mins)**  
**Summation:**                **(1 min)**

**Recommendation No:** **403**

**Policy Area:** Ethical sourcing/Ethical investment  
**Submitted by:** Society & Citizenship Zone Committee

**Introduction Speech:** Society and Citizenship Zone Committee (1.5 min)

Ethical sourcing means sourcing products that have taken into consideration working conditions, human rights concerns and environmental matters throughout their supply chain. This includes from the production of the raw material all the way to the point of being purchased by the consumer.

Ethical investment is the proactive decision to put money into something where the environmental, social, governance and ethical principles of the investors influence their investors' decisions. This can include small, specialist providers as well as ethical funds of larger companies.

Students, students' unions, NUS, and tertiary educational institutions are all consumers and so have power to influence the ethical standards of the companies they buy products and services from. Promoting ethical sourcing and investment from these consumers is essential if the tertiary education sector is to help shape society for the better, not only the experience of individual students.

**Conference Believes:**

1. NUS has a proud history of using our sourcing and supply chain to promote more ethical practices amongst suppliers and some of the biggest corporations in the world
2. We have lobbied for years on issues such as the environment, workers' rights, equality and Fair Trade

**Conference Further Believes:**

1. Investment should mean "putting money to work" to create something of greater value. We institutions provide funding for unethical companies and political regimes.
2. NUS and students unions have great potential to use our collective buying power to lobby suppliers on issues wider than just ethics- eg employment creation.
3. It is often a prerequisite in the private outsourcing contracts between FE colleges and their suppliers that apprenticeships are created for students at the college.
4. That ethically sourced products can be financially viable for students unions.

**Conference Resolves:**

1. To provide guidance on how to conduct FOI (Freedom of Information) requests.
2. To offer guidance on the supply chain through institutions and students unions
3. To collaborate with other organisations working on ethical sourcing issues.
4. To provide training on how to campaign on ethical sourcing issues.
5. To provide guidance on balancing ethical and financial matters for students unions.
6. To explore work conducted by student bodies in other countries on ethical sourcing.
7. To actively use NUS procurement in political campaigns.

**Amendment No:** **403a**

**DELETES ALL RESOLVES IN MAIN MOTION AND ADDS**

**Submitted by:** Birmingham University

**Speech For:** Birmingham University (1.5 min)  
**Speech Against:** Society & Citizenship Zone Committee (1.5 min)  
**Speech For:** Free (1 min)  
**Speech Against:** Free (1 min)  
**Summation:** Birmingham University (1 min)

**Conference Believes:**

1. That suppliers have a duty to provide at a minimum the conditions set out in the Worker Rights Consortium model Code of Conduct.

**Conference Resolves:**

1. To collaborate with other organisations including People & Planet, War on Want, Labour Behind the Label and the Worker Rights Consortium on ethical sourcing.
2. To support student officers to campaign for universities to affiliate to the Worker Rights Consortium and to make campaign resources available via NUS Connect.
3. In the event of workers' right abuses, as reported by the Worker Rights Consortium and other monitoring bodies, we

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4. resolve to target individual brands and suppliers as part of a campaign including encouraging universities to divest where appropriate.

Amendment No: **403b**

## ADD AMENDMENT

**Submitted by:** Bridgend College, NUS Womens Committee  
**Speech For:** Bridgend College (1.5 min)  
**Speech Against:** Free (1.5 min)  
**Summation:** NUS Womens Committee (1 min)

### Conference Believes:

1. That one area in which NUS should enforce its consumer power is in the realm of women's equality
2. That sanitary protection is by its nature not a luxury

### Conference Further Believes:

1. That VAT on sanitary protection is unjustified and just adds to the disproportionality of the government's austerity agenda, hitting women hardest

### Conference Resolves:

1. For NUS to work with its suppliers to lobby and put pressure on the government to remove VAT on sanitary products

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## Back to the main motion

**Speech Against:** Free (1.5 mins)  
**Summation:** (1 min)

**Recommendation No:** **404**

**Policy Area:** Tax Avoidance

**Submitted by:** Society & Citizenship Zone Committee, Oxford University

**Introduction Speech:** Society and Citizenship Zone Committee (1.5 min)

**Open Contribution:** (2 x 1.5 min)

**Speech Against:** Free (2 min)

**Summation:** Oxford University (1.5 min)

Amidst the deepest recession since 1930's and austerity measures, there has been significant public focus on corporate tax avoidance as an emblem of inequality in our society. There has been widespread public outcry at the existence of legal loopholes that actually enables tax avoidance, and the unethical practices of those that choose to exploit those loopholes for personal and/or corporate gain.

Students and students' unions can play a key role in pushing for a more robust legal system and changes in both corporate and consumer behaviour relating to tax avoidance. There is particular potential to investigate the links between tax avoiding companies and the tertiary education sector, an area that has not yet been explored in detail.

### **Conference Believes:**

1. There is widespread concern and public outcry of the tax avoidance of Starbucks, Amazon, Vodafone and Google amongst other large corporations.
2. Lots of organisations campaign for stronger legal enforcement on tax avoidance, but few talking about the complicity of the tertiary education sector in this, or the impact upon students and young people.

### **Conference Further Believes:**

1. Tax avoidance is an ethical as well as fiscal issue.
2. Money lost to tax avoidance should be reinvested in education and other public goods.
3. The issue of reinvesting money lost to tax avoidance can shed light on exploring how education is a public good.
4. Some organisations have used tax avoidance to shed light on global access to education.
5. Tax avoidance by major corporations and very wealthy individuals is many times more costly to the public than benefit fraud, but the picture portrayed by the government and much mainstream media does not highlight this.
6. False benefit-claimants are often portrayed in the media as the very worst kind of criminal, while tax dodgers get plenty of airtime to explain themselves.
7. Improvements are required to address loop holes within the legal system
8. Stronger legal action should be taken on tax avoiders.
9. The tertiary education sector should lead a good example by ensuring its financial affairs are guided by ethics as well as enterprise.

### **Conference Resolves:**

1. To conduct research with partners and how tax avoidance links to education.
2. To work with the Education campaigns to show how tax funds can be reinvested back into education.
3. For NUS to work with partners to look at the education sector's investment and tax portfolios.
4. To offer guidance to students unions and students on how tax avoidance relates to and impacts upon their unions and educational institutions; including throughout the supply chains of their unions and institutions.
5. To deliver shareholder activism to students and support students and SUs to hold their suppliers to account on tax justice.
6. To promote alternatives to SUs to working with tax avoiding companies, through case studies, financial impact assessments and alternative commercial activity.
7. To work with other organisations to campaign for the legal loop holes that permit tax avoidance to be closed.
8. To support direct action against tax avoidance and tax evasion.
9. To work with relevant organisations to shift the media focus from the proportionately low cost of benefit fraud to the scandalous expense of tax avoidance and the impact it has on public services including education.



**Recommendation No:** **405**

**Policy Area:**

**Child Poverty**

**Submitted by:**

**Society & Citizenship Zone Committee, Oxford University, Cumbria**

**Introduction Speech: Society and Citizenship Zone Committee (1.5 min)**

Children and young people have been amidst the worst affected by the economic downturn and cuts to public services. The resultant increase in child poverty has an immediate effect upon individuals' educational chances and achievements, and subsequently a negative impact upon their long term employment and life chances.

Consequently, there is a real risk that rising child poverty now will have a lasting and detrimental impact upon society as whole.

If we are committed to improving access to education and participation within it, an understanding of the influence of child poverty is essential. In particular, that child poverty not only affects individual's participation and attainment once in education, but that it can stop them undertaking it at all.

### **Conference Believes:**

1. One in three children are currently living in poverty in the UK, equating to 3.8 million children.
2. That under the Coalition Government, changes to the tax-benefit system and cuts to public services has led to a rise in child poverty.
3. Children from minority ethnic groups are overrepresented among poor children.
4. Threats to housing benefit removal for under 25s highlights the Government's lack of commitment to supporting the most vulnerable.
5. High rates of unemployment throughout the recession have exacerbated the issue of child poverty.
6. The Living Wage campaign has already lifted thousands of families out of poverty.
7. The Living Wage campaign has potential to lift millions of families out of poverty.
8. Child poverty reduced dramatically between 1998/9-2010/12 when 1.1 million children were lifted out of poverty. This reduction is credited in large part to measures that increased the levels of lone parents working, as well as real and often significant increases in the level of benefits paid to families with children.
9. Under current government policies, child poverty is projected to rise from 2012/13 with an expected 300,000 more children living in poverty by 2015/16. This upward trend is expected to continue with 4.2 million children projected to be living in poverty by 2020.
10. That the current government signed up to the Child Poverty Act 2010, which aimed to abolish child poverty by 2020.
11. Despite being a developed, Britain in recently years has seen a rise in the number of its citizens falling deeper into poverty. A recent report by 'End Child Poverty' found that nearly 4 million children in the UK are living in poverty.
12. Food banks have existed in the UK for a number of years and exist within local communities to serve those whom are most in need of food.
13. Since 2004, organisations such as the Trussell Trust have set up networks of Food Banks across the country to help and train volunteers who run the food banks.
14. Poverty in such extreme cases across the UK is simply unacceptable with families simply not having the money to buy the most basic food for themselves and their children.
15. Increased cuts in workforce and benefits along with the downscale of the economy means that more people are having to use food banks within their communities.
16. Students' unions have huge potential to help run and support these food banks and directly help the people living in their local community.

### **Conference Further Believes:**

1. That the level and nature of child poverty in the UK is often underestimated and misunderstood.
2. Child poverty acts as a major barrier to education and employment.
3. Child poverty and its relationship with education has a major bearing on people's long term life chances.
4. That child and adult poverty are inextricably linked. Child poverty is an inevitable consequence of adult poverty and that child poverty creates adult poverty in later life.
5. That child poverty in an industrialised nation like UK is avoidable and is a poor reflection on the current economic model and government policy.
6. The recession and the government's austerity agenda has affected women, children and those from minority ethnic backgrounds the worst.
7. Proposals to increase an individual's personal tax allowance to £12,500 instead of promoting the Living Wage would fail to provide targeted poverty alleviation to the financially worst off. Such a measure would see two-thirds of the financial gain going to households in the top half of the income distribution.
8. Many working class people want to contribute to the state and would prefer to receive a Living Wage and still pay their taxes.
9. That the responsibility of paying the Living Wage rests with private companies as well as the state.
10. That the £24 billion expected loss in revenue by this proposed scheme would place unnecessary strain on government resources.

11. Child poverty imposes costs on broader society – estimated to be at least £25 billion a year. Governments forgo prospective revenues as well as commit themselves to providing services in the future if they fail to address child poverty in the here and now.

## Conference Resolves:

1. To conduct research with partner organisations on the relationship between child poverty, education and employment; to include educational attainment and the educational and employment choices people make.
2. To identify the impact of the austerity agenda on child poverty and long term life chances.
3. To work with partner organisations to identify the link between payment of the Living Wage and alleviating child poverty.
4. To work with the Welfare Zone to support students unions' on the application of the findings of the research.
5. To condemn the current government for reversing the reduction in Child Poverty achieved by the last government and its failure to comply by the Child Poverty Act 2010.
6. For NUS to look to develop a partnership between themselves and the Trussell Trust UK.
7. For NUS to activity encourage students' unions around the country to help support their local food bank through food collection, promotion and volunteering opportunities.
8. For NUS Society and Citizenship Zone to provide guidance for students' unions on how to help support food banks around the country.
9. For NUS to look to case-study and promote students' union around the country who have developed links with their food bank and showcase best practice of campaigns as a result.
10. For NUS to campaign to local authorities and national government for more intervention of professional services to help those within communities receive the support and benefit they need.

## Amendment No: **405a**

### ADD AMENDMENT

**Submitted by:** Birmingham University, Royal Holloway  
**Speech For:** Birmingham University (1.5 min)  
**Speech Against:** Free (1.5 min)  
**Summation:** Royal Holloway (1 min)

#### Conference Resolves

1. To demand
  - a minimum wage, without exemptions, at the London Living Wage rate, £8.55.
  - benefits you can live on, rising with inflation or earnings, whichever is higher.
  - taxing the rich and expropriation of the banks to create decent jobs in the public sector.
  - the scrapping of the anti-union laws, so workers can organise effectively to defend and improve pay, conditions and rights.

## Amendment No: **405b**

### ADD AMENDMENT

**Submitted by:** Northumbria University, Newcastle University  
**Speech For:** Northumbria University (1.5 min)  
**Speech Against:** Free (1.5 min)  
**Summation:** Newcastle University (1 min)

#### Conference Believes:

1. Local Government has been subject to significant funding cuts within the past three years. Many Councils have made significant efficiencies but reached the point where any additional cuts would mean that front line services have to be sacrificed;
2. The Local Government Funding Settlement for 2013/14 will have a particularly detrimental impact on areas with high student populations, in particular affecting northern cities such as Newcastle, Liverpool, Bradford, Kingston upon Hull and Manchester;
3. Further cuts to these councils will have a huge impact on the services available to students in the areas where they live.
4. Local Government has been subject to significant funding cuts within the past three years. Many Councils have made significant efficiencies but reached the point where any additional cuts would mean that front line services have to be sacrificed;
5. The Local Government Funding Settlement for 2013/14 will have a particularly detrimental impact on areas with high student populations, in particular affecting northern cities such as Newcastle, Liverpool, Bradford, Kingston upon Hull and Manchester;

6. Further cuts to these councils will have a huge impact on the services available to students in the areas where they live.

**Conference Resolves:**

1. To lobby the Government against any proposals for further disproportionate cuts to Council budgets within student towns and cities;
2. To support other groups who share these aims;
3. To develop resources to support Students' Unions who wish to lobby their local councils or participate within consultations on any budget proposals that might be detrimental to students.
4. To lobby the Government against any proposals for further disproportionate cuts to Council budgets within student towns and cities;
5. To support other groups who share these aims;
6. To develop resources to support Students' Unions who wish to lobby their local councils or participate within consultations on any budget proposals that might be detrimental to students.

**Motion No:** **40A**  
**Policy Area:** **Reinventing the Study Leaver Employment Landscape**  
**Submitted by:** **Union Development Zone Committee, Liverpool Hope**

**Introduction:** **Union Development Zone Committee (1.5 min)**

**Conference Believes:**

1. UK Youth unemployment, as reported in December, is almost at one million.
2. That according to the International Labour Organisation, 12.6% of 15 – 24 year olds across the world are unemployed.
3. 25% of graduates begin work in London, yet only 3.8% are in the North East, 4.7% in Wales and 3% in Northern Ireland.
4. There has been a 0.6% decrease in graduate jobs this year according to the Association of Graduate Recruiters.
5. 7 in 10 people get jobs through people they know according to the UK Commission on Employment and Skills.
6. Fewer than 6% of graduates leave university and become self-employed.
7. According to Futuretrack, graduates are largely satisfied with most aspects of their post-study jobs, however, the Institute of Leadership and Management report that most graduates have unrealistic expectations of progression post-study.
8. That according to the further education data organisation 'the data service', there is little data kept and analysed in comparison to data in higher education on employment rates in FE.
9. That there are many organisations involved in the field of employment and entrepreneurialism to encourage growth, investment, partnership and ultimately increase the number of people employed.
10. That throughout history trade unions have improved the rights of all workers.
11. The third sector and public sector, where many graduates might want to start their careers, is shrinking due to government cuts
12. That access to information on work experience, volunteering and employment opportunities can often be disparate and has become a lottery based on the focus individual institutions place on employability and employment.

**Conference Further Believes:**

1. An approach to resolving the employment crisis should be a focus on behalf of the seven million members of NUS.
2. That study beyond primary and secondary education in colleges and university should make you more employable, without the purpose of that education being solely to make you more employable.
3. That references to employability imply study leavers entering jobs that exist already, whereas entrepreneurialism is about helping study leavers create their own jobs and futures.
4. That study leavers need reduced risk support in creating their own employment opportunities.
5. That large graduate recruiters who receive tens of thousands of applications and recruit few without providing feedback are machines built for rejection, not recruitment.
6. The focus on largest graduate recruiters has been unhealthy as it distorts the graduate view of the workplace in terms of geography and economics of opportunity beyond study.
7. That the focus of largest graduate recruiters on certain institutions means that many students with the talent and inclination to join these organisations do not even get the opportunity to apply.
8. That in a global economy, we should think globally and act locally to rise to the challenges we face.
9. That many recruiters resort to hidden methods of 'sifting' often based around cultural or social competencies in order to recruit and that this is wholly unfair.
10. Universities, colleges and students' unions have an important role in setting realistic expectations of students, prior to leaving study, whilst working in the long term to challenge the employment landscape and help raise expectations of all stakeholders.
11. Many argue these cuts are unnecessary.
12. The small and medium sized enterprise sector is growing and we have an opportunity to shape these businesses for our students.
13. That in further education, there is little data collected as compared to higher education and it is left unanalysed and unable to be interpreted. Therefore, attempting to comment on study-leaver employment rates in a meaningful way from further education is problematic.
14. That it is important to remember that hand-in-hand with a growth in employment, must come a greater understanding of the role, purpose and relevancy of trade unions.
15. That students across tertiary education would benefit from a recognised central source of information on employability and employment opportunities.

**Conference Resolves:**

1. That NUS should carry out research into the issues surrounding unemployment, especially regarding access to the professions, further education study leavers, apprentices, cultural practices in recruitment and issues faced by liberation and section groups.
2. That this research should have clear actions for the government and others to create change.
3. To call on the government to establish a programme of infrastructure support for students to provide free space and reduced rates to encourage and support growth.

4. To create a seal of approval with which employers can be recognised for their positive recruitment practices where they fall in-line with NUS' guidelines.
5. To create a graduate careers service charter outlining what the services should look like across the UK to meet the changing needs of students, society and the economy.
6. NUS should work with UUK to promote opportunities for employment in small and medium sized enterprises and ensuring accurate information is published in institutions about options beyond study.
7. That NUS should encourage students' unions, employers, local councils and universities to host regional careers fairs opening up opportunities to new students.
8. That NUS should ensure that universities and colleges are preparing their students to enter a global society not just a local society.
9. That NUS should investigate a new model of study leaver and broader graduate recruitment, employment and economy, in order to eradicate the systemic unfairness that exists currently.
10. That NUS should lobby for greater clarity of information on employment and study leavers from further education, including longitudinal destination of leavers, as in higher education.
11. That NUS should form a coalition of partners who are campaigning for job creation, growth and on the importance of entrepreneurial mind-set in order to establish joint campaigns which have maximum impact in these areas.
12. That as part of educating study-leavers about the employment landscape, NUS should work with trade union partners to increase awareness and encourage membership to protect study-leavers.
13. That NUS will explore viable ways to create, or support the creation of, a centralised online hub where students can access opportunities in work experience, volunteering and employment during and after study.

**Amendment No:** **40Aa**  
**Submitted by:** **De Montfort**

**Speech For:** **De Montfort (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **De Montfort (1 min)**

#### **Conference Believes:**

1. Youth unemployment is one of the biggest and most pressing issues of the young generation with almost 1 million unemployed
2. Downward pressure in the job market has created the additional problem of underemployment that negatively impacts students during their entire student journey
3. As one of the leading organisations representing young people, NUS has the responsibility, capability and potential to influence government strategy and employers' practices on, employment issues.

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

1. One of the primary motivators for people to undertake education is to develop their knowledge and skills in order to advance their employment prospects.
2. Combined with the major hike in tuition fees and the threat of FE fees, the scale of youth unemployment and underemployment is putting many young people off from undertaking further study.
3. Austerity measures implemented have resulted in cuts to key services for young people that detrimentally affect their long term employment opportunities.
4. That employability strategy is an important aspect of helping students into employment, but should complement, not substitute for employment creation strategies.

#### **Conference Resolves:**

1. To conduct research on the case for creating entry level jobs.
2. To work with NUS Services on encouraging the creation of jobs through its supply chain.
3. For NUS and NUS Services to use its influence through student consumer buying power to encourage big employers to create job opportunities for our members.
4. For NUS to provide guidance to students' unions, institutions and local employers on how to create jobs for our members.
5. For NUS to work with careers services and job shops in HE to engage local businesses on job creation for our members.
6. To work with careers services and job shops in HE on the creation of a charter for good practices in ethical employment.
7. To lobby the government on the provision of adequate careers guidance for our FE membership in the absence of the Connexions service.
8. For NUS to gather and disseminate good practice and key issues from students' unions and institutions on schemes to create employment for students and young people.
9. To establish an on-going employment commission, to holistically oversee NUS' work on employment, to be comprised of representatives from students' unions, tertiary education institutions and employers.

**Back to the main motion**

**Speech Against:**      **Free (1.5 min)**

**Summation:**            **De Montfort (1 min)**

<b>Motion No:</b>	<b>40B</b>
<b>Policy Area:</b>	<b>Strong Students' Unions for Strong Citizens</b>
<b>Submitted by:</b>	<b>De Montford, Aberdeen College, Manchester Uni, Lancaster Uni, Queens University Belfast</b>
<b>Speech For:</b>	<b>De Montford (1.5 min)</b>
<b>Speech Against:</b>	<b>Free (1.5 min)</b>
<b>Summation:</b>	<b>Queens University Belfast (1 min)</b>

**Conference Believes:**

1. That successive governments have not invested in young people and have marginalised them in political discourse, favouring generations who are more likely to vote.
2. That the coalition has shown no genuine commitment to equipping young people with the skills needed to engage in politics and wider society.
3. That students and young people are blamed for their apathy, when the focus should be on the failure of those in power to engage them effectively in democracy and civic activity.

**Conference Further Believes:**

1. That students' unions - particularly through student activities - have the ability to develop leaders and reach out to communities.
2. That students' unions are hubs of civic engagement and often reach out to marginalised groups.
3. That many student activity groups, including liberation and campaigning groups, already engage communities in their activities.
4. That unions such as University of the West of Scotland have received Government funding to deliver citizenship activity.
5. That government programmes like the National Citizens Service would benefit from involvement by NUS and students' unions.
6. That implementing Citizenship education nationally for all students aged under 18 would significantly encourage a culture of civic and democratic engagement amongst future generations.

**Conference Resolves:**

1. For NUS to work with partners to deliver a national programme of citizenship activity in communities through students' union activities.
2. To work with partners to engage students around elections and national referenda to inform students and young people of the issues and mobilise the student and youth vote.
3. To work with trade unions to deliver training to schools on developing and supporting school councils and local youth councils to help develop tomorrow's leaders.
4. To lobby for Citizenship education to be implemented nationally for all students up to age 18, with NUS and partners feeding into its curriculum so it delivers a quality and engaging curriculum.
5. To work with partners to support students' unions to deliver liberation education through liberation groups locally.

**Motion No:** **40C**

**Policy Area:** **Climate change: the greatest threat facing humanity & the next steps to stop it**

**Submitted by:** **Worcester College, Dudley College, Birmingham S&C College, NUS Black Students Cttee, Mid Kent College**

**Speech For:** **Mid Kent College (1.5 min)**

**Speech Against:** **Free (1.5 min)**

**Summation:** **Worcester College of Technology (1 min)**

**Conference Believes:**

1. Climate change is the greatest threat facing humanity. The Arctic is melting and more frequent extreme weather events are costing lives, particularly in poorer countries. Average temperature increases must be kept below 1.5 degrees to prevent catastrophic impacts on billions of people. Experts now warn we are on track for six degrees rise.
2. The worst effects of global warming can be avoided - with much greater political will and serious action now to cut carbon emissions.
3. Britain is committed to cutting carbon emissions by 80% by 2050. This will require major decarbonisation of electricity, heating and transport and a significant increase in renewables.
4. Countries that are resource efficient and invest in modern clean technologies stand to protect people from fossil fuel price shocks and gain from quality jobs and sustainable growth.

**Conference Further Believes:**

1. The Coalition Government's refusal to set a target in the current Energy Bill to decarbonise electricity by 2030, in line with advice from the Committee on Climate Change, is disgraceful. Its support for oil drilling in the fragile pristine Arctic is reckless. Neglecting the millions of people suffering in poorly insulated homes is a scandal.

**Conference resolves to:**

1. Condemn the Tory Liberal Democrat Government's refusal to set an electricity decarbonisation target for 2030 and instead back a new dash for polluting, expensive gas.
2. Condemn the Government's support for Arctic oil drilling.
3. Congratulate the Labour Party and Green Party for supporting the decarbonisation target and opposing a dash for polluting gas.
4. Support Greenpeace's Save the Arctic campaign and Friends of the Earth's campaign to decarbonise electricity in Britain.
5. Work with People and Planet and SUs to step up efforts to green campuses.
6. Mobilise students to press the Government to take tougher action on climate change.



**Motion No:** **40D**  
**Policy Area:** **Hands Off Africa and the Middle East**  
**Submitted by:** **Worcester College, Dudley College, NUS Black Students Cttee, Mid Kent College, Gateshead College**

**Speech For:** **Black Students' Committee (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Mid Kent College (1 min)**

**Conference Believes:**

1. New wars and imperialist intervention spreading in the Middle East and Africa threaten to cause destruction and loss of life
2. By supporting the armed rebels in Syria the West is fuelling a long war rather than assisting a negotiated peace.
3. The threat of war on Iran from Western powers and Israel is ongoing.
4. The British government is committing hundreds of troops to support France's intervention in Mali.
5. The intervention in Mali is part of a growing scramble for Africa. France occupied Mali as a colony until 1960.
6. The spread of Western intervention in Africa is driven by same motivations as previous wars such as Iraq, Afghanistan and Libya: desire to control vital energy and other resources.

**Conference Further Believes:**

1. Britain still has the fourth largest military budget globally – over £33 billion per year. For about a quarter of that it would be possible to abolish tuition fees and restore EMA.
2. Renewing Trident nuclear weapons would cost £100 billion.

**Conference Resolves:**

1. To oppose the war on Mali and western intervention in Syria, Africa and the Middle East.
2. To call on the government to scrap Trident nuclear weapons which are designed to kill millions of people.
3. To work with the Stop the War Coalition and Student CND in demand the government fund education not war

**Motion No:** **40E**  
**Policy Area:** **Protecting and Advancing the Arts**  
**Submitted by:** **Guildhall School of Music and Drama, UCA, University of the Arts**

**Speech For:** **Guildhall School of Music and Drama (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **University of the Arts (1 min)**

**Conference Believes:**

1. There is a social value in art and arts education. Music, drama, visual and performing art enriches society and is a public good.
2. We must challenge this Government, which has taken many poor policy decisions which seem to undermine the value of art, to support its practice, development, its link to the national economic and cultural wealth – and the importance of investing in the opportunity to experience art and an arts education.
3. Arts education in schools is under sustained and serious threat as a result of policies which prioritise subjects and not creativity. Arts and creativity should be protected as part of the curriculum at all levels.
4. Foundation diplomas are of paramount value to arts education – they allow students with passion to explore their options before entering degree programmes.

**Conference Resolves:**

1. NUS will join and lead national campaigns to protect and advance the arts.
2. NUS will facilitate schemes, through student volunteering, access opportunities, institutional partnerships and any other possible route to make arts accessible to the communities and society.
3. NUS will hold elected representatives such as MPs accountable for their support of, or for making cuts to, arts and social and cultural capital. This will include making support for arts and cultural wealth a part of our general election strategy and asking each political party to commit to specific pledges in their manifesto. NUS will investigate, with sector partners, which elected representatives will be our Arts Champions.
4. NUS will work with the NUT to resist the devaluing of the arts and seek to create policies and solutions, which are of value to schools, to allow children to experience an arts education – this is vital to the strategic success of arts institutions in FE and HE. Arts should be part of the core curriculum.
5. Foundation diplomas for arts should remain free and funded properly by the government.

**Motion No:** **40F**  
**Policy Area:** **Conflict in the Congo**  
**Submitted by:** **Derby University, Exeter University**

**Speech For:** **Derby University (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Exeter University (1 min)**

**Conference Believes:**

1. The conflict in the Democratic Republic of the Congo is deeply concerning with unspeakable atrocities often away from the media gaze
2. That one of the weapons used to by militia in DRC is rape and thousands of women live in fear
3. Children are indentured into mines and forced to work in dangerous conditions and without safety equipment or correct tools to mine minerals.
4. That the militia is funded by the proceeds it receives from the mining of minerals such as Columbite-tantalite, Cassiterite, Wolframite and Gold.
5. Many of the minerals are processed in countries with large manufacture based economies like China and India that provide many of the internal parts for a large amount of electrical appliances.

**Conference Further Believes:**

1. NUS has a strong record of constructive engagement within large supply chains
2. That ethical procurement is central to how NUSSL ensures it is working within the ethical procedures set out by members
3. Boycotting all companies with conflict minerals with conflict minerals in their supply chain would be impossible, however a commitment to sourcing from companies with a displayed commitment to improving their supply chain
4. Since students in the United States started raising the profile of conflict minerals in supply chains, companies like Intel, HP and SanDisk have made marked improvements in their sourcing. Nintendo, HTC, Sharp, Nikon and Canon have made the least progress.
5. It is likely that this motion is being read on a monitor, tablet, phone or projector that contains conflict minerals
6. St Andrews has gone conflict-free, while Exeter Students' Guild has followed suit and aim to make the University conflict free on the 15th March. Many other Universities have conflict free campaigns running.

**Conference Resolves:**

1. That NUS will factor whether electronic products contain conflict minerals in future purchasing decisions and will favour verifiably conflict-free products that contain minerals from eastern Congo
2. That NUS calls on electronic companies and other industries to take the necessary steps to remove conflict minerals from their supply chain
3. That NUS calls on the UK government and the international community in helping to establish an international certification system for minerals to ensure they are not contributing to conflict.

**Motion No:** **40G**  
**Policy Area:** Evidence Based Drug Policy  
**Submitted by:** York University

**Speech For:** York University (1.5 min)  
**Speech Against:** Free (1.5 min)  
**Summation:** York University (1 min)

**Conference Believes:**

1. Drugs can have serious consequences for the individual user and society in general
2. The misuses of drugs can blight the lives of individuals and families and the

**Conference Further Believes:**

1. It is right and proper that the state should intervene to regulate and control the use of such substances
2. There is a need for evidence-based policy making on drugs with a clear focus on prevention and harm-reduction

**Conference Resolves:**

1. To lobby the government to immediately establish an independent panel tasked with performing an impact assessment of the Misuse of Drugs Act 1971 and properly evaluating economically and scientifically, the present legal frameworks for a strictly controlled and regulated cannabis market.
2. To lobby for any resources consequently released to be reinvested into effective education, treatment and rehabilitation programmes and for the widespread provision of the highest quality evidence-based medical, psychological and social services for those affected by drugs problems, including heroin maintenance clinics for the most problematic and vulnerable users.

**Motion No:** **40H**  
**Policy Area:** Syria  
**Submitted by:** Manchester University, Newcastle University

**Speech For:** Manchester University (1.5 min)  
**Speech Against:** Free (1.5 min)  
**Summation:** Newcastle University (1 min)

## Conference Believes:

1. That there are an estimated 300 HE Syrian students in the UK and at least 100 are Syrian government-sponsored under the British Council Capacity Building Scheme and have had their funding stopped.
2. That some Syrian students face expulsion due to non-payment of their tuition fees; consequently, they face deportation as their visas would become invalid.
3. That should they return to Syria, those involved in anti-government activities risk detention, torture and assassination; all whose courses are truncated, face financial penalties from their government.
4. That Libyan students affected by the 2011 conflict were supported to continue their studies by the Foreign Secretary, and the same should be extended to Syrian students.
5. Syrian students face immediate expulsion from UK universities if, due to the conflict, either they or their sponsors can no longer pay their tuition fees.
6. Syrian students who return to Syria before completion of their sponsored qualification, will face severe financial penalties from the Syrian authorities.
7. Syrian students whose student visas lapse and lose the right to work risk destitution in the UK.
8. Should they return to Syria those involved in anti-government protests risk detention, torture and even assassination at the hands of the Syrian regime.
9. The British government must make an uncompromising commitment to supporting the rights and freedoms of the Syrian people.
10. The Foreign Secretary William Hague ensured that Libyan students affected by the conflict in 2011 were able to continue their studies and should extend this gesture to Syrian students.
11. As the duty of the NUS is to represent and support all students, it should ensure that the plight of Syrian students in the UK is not overlooked by the British government.

## Conference Resolves:

1. To lobby UK government to ensure that Syrian students are supported financially and otherwise to facilitate the completion of their studies.
2. To lobby UUK and affected institutions to:
  - a. Waive or reduce all fees or defer payment deadlines for all affected Syrian students, whether sponsored or privately funded.
  - b. Provide adequate welfare provisions, welfare grants, bursaries and scholarships for these students.
  - c. Not transfer liability for tuition fees from the Syrian government to sponsored students personally.
3. To call on all UK universities to waive or reduce the fees or extend the payment periods for all Syrian students affected by the conflict, whether sponsored or self-funded, so that they can complete their studies.
4. That UK universities should not make any Syrian student sponsored by the Syrian government personally liable for their tuition fees but should register their tuition fees debts against the Syrian authorities.
5. To request all UK universities to make hardship grants, scholarships and bursaries available to all affected Syrian students, whether sponsored or privately funded, to cover their living expenses.
6. To call on UK universities to allow any Syrian students who have already been forced to suspend their studies to return to complete their degrees and have access to the necessary financing to cover living expenses.
7. To call on the British Council, UKCISA and the Universities Minister to put measures in place to allow all Syrian students registered in UK universities, whether sponsored or self-funded, to complete their studies.
8. To encourage the NUS and Students' Unions to lobby Universities UK and mission groups such as the Russell Group, 1994 Group, University Alliance, and Million+ to permit Syrian students to complete their studies through campaigns, resolutions and student media.

**Motion No:** **401**  
**Policy Area:** **Kings College London**  
**Submitted by:** **Bedroom Tax**

**Speech For:** **Kings College London (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Kings College London (1 min)**

**Conference Believes:**

1. The so called "bedroom tax" will affect over 600,000 people
2. It will lead to mass evictions
3. There is a shortage of social housing, in particular social housing with only one bedroom
4. The Government estimates that claimants will be £15 worse off on average
5. This is an affront to the principles of the welfare state.
6. It is not supported by the wider public
7. We have a duty to the wider community as well as to students

**Conference Resolves:**

1. To adopt a stance against the bedroom tax
2. To lobby MPs to drop the bill

**Motion No:** **40J**  
**Policy Area:** **Scottish Independence**  
**Submitted by:** **West of Scotland**

**Speech For:** **West of Scotland (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **West of Scotland (1 min)**

**Conference Believes:**

1. That in the autumn of 2014, the people of Scotland will vote on whether or not they want to become an independent nation.
2. Only the people living in Scotland that are registered under the electoral commission will be able to vote on this referendum.
3. That NUS Scotland is the body which represents students studying in Scotland.
4. Currently, the position of NUS Scotland is to remain neutral on the matter of Scottish independence.
5. That it should be up to the students studying in Scotland to decide if NUS Scotland should take a position or not.
6. That NUS UK should remain neutral on the matter of Scottish independence and respect the final decision that is made by NUS Scotland as to whether or not they should take a position or not.

**Conference Resolves:**

1. To mandate NUS UK to remain neutral on the issue of Scottish independence for the entirety of the debate.

**Motion No:** **40K**  
**Policy Area:** **Boycott, Divestment & Sanctions against Israel**  
**Submitted by:** **Sheffield University, Goldsmiths College**

**Speech For:** **Sheffield University (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Goldsmiths College (1 min)**

**Conference Believes:**

1. Israel is involved in a brutal sustained half a century long military occupation of the Palestinian territories.
2. The occupation is responsible for widespread and on-going human rights abuses against the local Palestinian population, including destruction of homes, theft of land & water resources, imprisonment without trial, torture of prisoners, and construction of Israeli settlements on occupied Palestinian land.
3. Israel refuses to allow Palestinian refugees or their descendants to return to land they were expelled from in 1948, in contravention of UN resolutions.
4. Since 2007 Israel has carried out a blockade on Gaza which is against international law.
5. It was a positive step forward for the NUS NEC to pass policy supporting freedom for Palestine.
6. NUS should continue to campaign over this issue.

**Conference Further Believes:**

1. This is in violation of international law, including the Fourth Geneva Convention, the Universal Declaration of Human Rights & the Charter of the United Nations.
2. The settlements have also been declared illegal by the International Court of Justice and the UK government.
3. No lasting peace is possible under conditions of occupation.
4. That Israel should end its occupation of the Palestinian territories and allow the return of Palestinian refugees in accordance with international law.
5. That non-violent means must be used to pressure Israel to end the occupation.

**Conference resolves to:**

1. Lobby Governments to divest themselves from and terminate any contracts with companies that are complicit in the occupation of the Palestinian territories.
2. Lobby Universities to divest themselves from and terminate any contracts with companies that are complicit in the occupation of the Palestinian territories.
3. Join the global movement for Boycott, Divestment, and Sanctions (BDS) against Israel until it ends the occupation and complies with international law (<http://www.bdsmovement.net/call>)
4. 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.
5. To encourage students' unions to twin with universities in Palestine.
6. To campaign for the right to education of Palestinian students.
7. To join the call from Palestinian organisations, supported by the Trade Union Congress, for a boycott, divestment and sanctions (BDS) campaign against the Israeli state's continuing oppression of the Palestinians.



**Motion No:** **40L**  
**Policy Area:** Greece  
**Submitted by:** Royal Holloway, Birmingham Uni

**Speech For:** Royal Holloway (1.5 min)  
**Speech Against:** Free (1.5 min)  
**Summation:** Birmingham Uni (1 min)

**Conference Believes:**

1. The huge social crisis in Greece – collapse of living standards, big workers' struggles, rise of both the radical left and the far right – is incredibly important for the future of Europe and the world.

**Conference Resolves:**

1. To publish material including interviews with Greek student activists.
2. To organise a delegation to Greece, and a speaker tour with a Greek activist.

**Motion No:** **40M**  
**Policy Area:** **Careers advice in Schools**  
**Submitted by:** **Bath University**

**Speech For:** **Bath University (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Bath University (1 min)**

**Conference Believes:**

1. Advice and guidance is vital to ensuring young people make the correct, well informed choices for their future.
2. In some cases careers guidance in schools is limited to a display of flyers and information rather than individual guidance.
3. The Unistats website and key information sets offer non contextualised, hard to interpret, poorly presented data which is not sufficient for individuals to make an informed choices.
4. The Commons Select Committee for Education stated in January 2013 “The Government's decision to transfer responsibility for careers guidance to schools is regrettable. We have concerns about the consistency, quality, independence and impartiality of careers guidance now being offered to young people.”

**Conference Further Believes:**

1. A lack of good advice and guidance increases the reliance on family and friends for advice
2. Those with non-traditional backgrounds aspirations may be limited by a lack of knowledge of potential options available to them.
3. The current Widening Participation agenda encourages Universities to work closely in their own region meaning there may be opportunities missed elsewhere in the country.

**Conference Resolves:**

1. To lobby for a revision of the statutory guidance to outline the minimum quality standards for careers guidance that schools should meet.
2. To lobby for impartial face to face guidance for all young people.
3. To lobby for National Careers Service's remit be expanded to include a capacity-building and brokerage role for schools.

**Motion No:** **40N**  
**Policy Area:** Sex and Relationship Education  
**Submitted by:** Oxford University

**Speech For:** Oxford University (1.5 min)  
**Speech Against:** Free (1.5 min)  
**Summation:** Oxford University (1 min)

**Conference Believes:**

1. That comprehensive Sex and Relationship Education (SRE) is more important than ever with high levels of domestic and sexual violence in Britain, with two women a week being killed by a former or current male partner and one in three women experiencing sexual violence in their lifetime, and many men also being victims of domestic abuse.
2. That current SRE in schools is wholly inadequate, with a quarter of pupils receiving none, and this problem is compounded by government cuts to citizenship and PSHE education funding.
3. That reports of ideologically-driven organisations delivering inaccurate presentations in schools are worrying, and that all SRE education should be impartial and promote tolerance of all sexualities.

**Conference Further Believes:**

1. That current Government policy on SRE is not sufficient, with no requirement upon schools to provide SRE in the curriculum. The problem is often exacerbated in free schools and academies which receive even greater freedom on what to teach.
2. That it should be compulsory for schools to provide SRE which emphasises a zero-tolerance approach to violence and abuse in relationships, as well as the need for safe sex and SRE that covers all types of relationships including same sex relationships.

**Conference Resolves:**

1. To lobby political parties and MPs to support compulsory comprehensive SRE in schools, and oppose cuts to SRE and PSHE funding
2. To support the ongoing campaign by MPs to pass legislation to make SRE education compulsory in schools, and pressure the Government to implement the measure in full should it pass Parliament.

**Motion No:** **400**  
**Policy Area:** EUROPE  
**Submitted by:** Royal Holloway

**Speech For:** Royal Holloway (1.5 min)  
**Speech Against:** Free (1.5 min)  
**Summation:** Royal Holloway (1 min)

**Conference Believes:**

1. David Cameron has promised a referendum on EU membership.

**Conference Further Believes:**

1. There are many bad things about the EU – austerity policies, lack of democracy, attitude towards migrants. However, these are also bad things about the UK!
2. The majority of people in Britain have nothing to gain from leaving the EU.
3. The growth of the nationalist right (eg UKIP) is a threat we should take extremely seriously.
4. We should oppose the current agitation against workers coming to Britain from Eastern Europe.

**Conference Resolves:**

1. To oppose campaigns for Britain to leave the EU.
2. To work for student and labour movement unity across Europe, to oppose austerity, fight to level up rights, services and conditions, and fight to expand democracy (eg a fully democratic European parliament).
3. To oppose agitation against Eastern European workers and say that migrants, from the EU or outside, should be welcome.

**Motion No:** **40P**

**Policy Area:** **Challenging Racism & Fascism on our campuses and in our communities**  
**Submitted by:** **Black Students Committee, Mid Kent College, Birmingham South & City College, Dudley College, LSE, Birmingham Uni, Worcester Technology College and Gateshead**

**Speech For:** **Black Students' Committee (1.5 min)**

**Conference Believes:**

1. Far right mobilisations, such as those of the English Defence League's (EDL) and the British National Party (BNP) are a threat to society.
2. It is a national priority for the student movement to stop fascists from winning MEP seats by mobilising the progressive majority to vote.
3. The student movement must never give a platform to fascists because fascism seeks to eliminate free speech and democracy, and annihilate its opponents and minorities.
4. Giving fascists a platform in the student movement destroys the safe spaces our campuses must be for Black, Jewish, Muslim, women, LGBT and disabled people.
5. Racism is a scourge in society, including on campuses, that needs to be opposed.
6. The far right mobilisations, such as the fascist English Defence League's (EDL) violent protests and the fascist British National Party (BNP) are a threat to society.
7. While the BNP and EDL are in disarray, the far right remains a serious threat, taking inspiration from the Front National in France and the rise of Golden Dawn in Greece.
8. Discrimination and harassment of Gypsy, Roma and Traveller communities – among the most marginalised minorities in the UK – is considered an “acceptable” form of racism.
9. The violent eviction of 83 families from Dale Farm, which was home to almost 1,000 people for more than 30 years. This cost Basildon council £7 million!
10. More than 90% of Travellers planning applications are initially rejected by local government authorities, compared to 20% overall.
11. Basildon council recently voted to take ‘direct action’ against families living at the roadside near Dale Farm.

**Conference Further Believes:**

1. NUS must actively campaign against racism, Islamophobia, anti-Semitism and the far right as these are dangers which threaten the welfare of millions of our members.
2. The BNP is a fascist organisation which stands for an “all white Britain”, a goal which can only be achieved by violence, the annihilation of entire groups of people and the ending of democracy.
3. BNP leader Nick Griffin and fascist Andrew Brons are standing for re-election to the European Parliament in 2014. It's a national priority for the student movement to stop fascists from winning MEP seats by mobilising the progressive majority to vote.
4. The student movement must never give a platform to fascists because fascism seeks to eliminate free speech, democracy and annihilate its opponents and minorities.
5. The lesson of the 1930s was that the Nazis used violence to gain power and carry out a Holocaust. They slaughtered millions – in the gas chambers and concentration camps – of Jewish people, Eastern Europeans, communists and trade unionists, Romani, LGBT and disabled people.
6. Giving fascists a platform in the student movement destroys the safe spaces our campuses must be for Black, Jewish, Muslim, women, LGBT and disabled people.
7. Conditions feeding the far right include:
  - Widespread racism, encouraged by a government and press promoting the idea that immigration is a major cause of social problems;
  - Huge cuts and perceptions of a struggle for scarce resources, which the far right actively exploits;
  - A Labour Party failing to challenge the Conservatives' narrative;
  - A labour movement failing to challenge the Tories.
8. We need an anti-fascist movement which:
  - Is genuinely democratic, allowing activists to debate the way forward;
  - Challenges all racism, including Islamophobia and anti-semitism, and campaigns for migrants' rights;
  - Mobilises to drive fascists off the streets, instead of calling for state bans;
  - Unites workers and communities for demands to undercut the demagoguery of the far right: black and white, all religions and none, British-born and migrant – unite and fight for jobs, homes and services for all
9. The racism and disadvantage experienced by Roma and Traveller is a disgrace.
10. The eviction of Traveller sites is a form of discrimination which results in people being forced onto the road against their will and children being pulled out of education.

**Conference Resolves:**

1. To actively challenge racism, Islamophobia, anti-Semitism and fascism on our campuses and in our communities.
2. To campaign for no platform for fascists within NUS and our Students' Unions.

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3. To launch a student voter registration drive as part of campaign to get Griffin and Brons out of the European Parliament in 2014.
4. To reaffirm our support for NUS organising an annual Anti-Racism/Anti-Fascism Conference and providing adequate
5. To continue to work with Unite Against Fascism and Love Music Hate Racism.
6. To actively challenge racism, Islamophobia, anti-Semitism and fascism on our campuses and in our communities.
7. To campaign for no platform for fascists within NUS or in our Students' Unions.
8. Launch a massive student voter registration drive as part of campaign to get Griffin and Brons out of the European Parliament in 2014.
9. Reaffirm our support for NUS organising an annual Anti-Racism/Anti-Fascism Conference and providing adequate resources for this work.
10. Continue working with Unite Against Fascism, Searchlight, One Society Many Cultures and Love Music Hate Racism.
11. To produce campaigning materials based on these ideas, and fight for them in any anti-fascist campaign we support.
12. To work with self-organised Gypsy, Roma and Traveller groups, as well as the Traveller Solidarity Network.

**Amendment No:** **40Pa**  
**Submitted by:** **Royal Holloway**

**Speech For:** **Royal Holloway (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Royal Holloway (1 min)**

**Conference Believes:**

1. While the BNP and EDL are in disarray, the far right remains a serious threat, taking inspiration from the Front National in France and the rise of Golden Dawn in Greece.

**Conference Further Believes:**

1. Conditions feeding the far right include:
  - a. Widespread racism, encouraged by a government and press promoting the idea that immigration is a major cause of social problems;
  - b. Huge cuts and perceptions of a struggle for scarce resources, which the far right actively exploits;
  - c. A Labour Party failing to challenge the Conservatives' narrative;
  - d. A labour movement failing to challenge the Tories.
2. We need an anti-fascist movement which:
  - a. Is genuinely democratic, allowing activists to debate the way forward;
  - b. Challenges all racism, including Islamophobia and anti-semitism, and campaigns for migrants' rights;
  - c. Mobilises to drive fascists off the streets, instead of calling for state bans;
  - d. Unites workers and communities for demands to undercut the demagoguery of the far right: black and white, all religions and none, British-born and migrant – unite and fight for jobs, homes and services for all.

**Conference Resolves:**

1. To produce campaigning materials based on these ideas, and fight for them in any anti-fascist campaign we support.

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**Back to the main motion**

**Speech Against:** **Free (1.5 min)**  
**Summation:** **Mid Kent College (1 min)**

**Motion No:** **40Q**  
**Policy Area:** **An NUS for migrants rights**  
**Submitted by:** **NUS IS Cttee**

**Speech For:** **NUS IS Cttee (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **NUS IS Cttee (1 min)**

**Conference Believes:**

1. Conference notes that anti-immigration sentiment is now firmly established across large parts of the political spectrum and public conversation in the UK, Europe, and other industrial nations;
2. Conference believes that such currents and moods are inimical to the interests of students across the world, who are increasingly required to equip themselves for careers which develop across international labour markets;
3. Conference believes that university and college communities across the country are well placed to make the argument about the value and importance of migration to the prosperity and well-being of the population of the UK and encourages student societies to consider the work they might do to promote this amongst the media and the networks in which they are involved in their towns and regions;
4. Conference believes that policy in the area of migration should be constructed on a firm basis which takes the rights of migrants firmly into account and commits itself to supporting the 'rights-based approach' which has been advocated by international institutions such as the ILO and taken up by many migrant support networks across the world and the UK.

**Conference Resolves:**

1. Following this, conference calls on the UK government to ratify the International Convention on the Rights of Migrants and their Families, which has been promulgated by the United Nations.
2. More specifically, in respect of the rights of an important group of migrants in the UK, conference calls on the UK government to sign and ratify the ILO Convention on the Rights of Domestic Workers, who are a particularly vulnerable group in our society.
3. In furtherance of all these ends, conference also expresses its support for the 'Our Day' campaign launched by over 50 migrants rights organisations in the UK and pledges itself to work with them in 2013 to ensure that International Migrants Day (18 December) is marked in a lively and enthusiastic manner across the UK.
4. To encourage member unions to make themselves aware of students at risk of deportation and to relay key facts and information to NUS.
5. To explore affiliation with the NCADC, MRN and the JCWI and to delegate the decision of affiliation to the NEC of 2013/14.

**Motion No:** **40R**  
**Policy Area:** **Coordinated action with the trade union movement**  
**Submitted by:** **Ruskin College**

**Speech For:** **Ruskin College (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Ruskin College (1 min)**

**Conference Believes:**

1. That the Government has launched an unprecedented ideological attack on students and working people with cuts to jobs, education and welfare.
2. That trade unions are at the forefront of fighting these attacks, and that they have the right to take collective industrial action in response.
3. That the battle against tuition fees and education cuts cannot be won by students alone, and that we must stand united with trade unionists in the fight against the Government if we are to ever save the welfare state, the NHS and education.
4. That the Trades Union Congress and individual unions are currently discussing the possibility of having a co-ordinated General Strike against public sector cuts, wage freezes and other austerity measures.
5. That many students are also workers, and are often in some of the most insecure, poorly paid sectors. Unions such as Unite and GMB are organising students in an attempt to secure our working rights.

**Conference Resolves:**

1. To support unions in any co-ordinated industrial action by holding a mass demonstration of workers and students.
2. To call a Student Strike walk-out on the days preceding, during, and post General Strike in solidarity with working people in this country and beyond.
3. To continue to encourage working students to organise in unions and support the TUC Young Members' 'Young Workers' Month' initiative.



**Motion No:** **40S**  
**Policy Area:** **Responding to NHS Reform**  
**Submitted by:** **Kent University, Manchester University**

**Introduction:** **Kent University (1.5 min)**

**Conference Believes:**

1. The Health and Social Care Bill comes into effect from 1st April 2013.
2. Primary Care Trusts (PCTs) will be abolished and the responsibility of commissioning health care funds transferred to several hundred 'clinical commissioning groups' which will in many cases be led by GPs.
3. Local Authorities will have a responsibility to engage with the public in how healthcare is commissioned and delivered.
4. Healthwatch organisations are being set up around the country to monitor and champion health and social care services.
5. That the new Health & Social Care Act has resulted in increased NHS privatisation.
6. That the British Medical Association, Unite, UNISON, the Royal College of GP's and the Royal College of Nurses have all called for the repeal of the Health and Social Care Act on the grounds that it would cause 'irreparable harm' to the NHS.
7. That the BMA says the Health and Social Care Act will be 'detrimental' to medical education.

**Conference Further Believes:**

1. NUS have failed to show leadership in prioritising the healthcare of students.
2. Local Authorities taking such a huge responsibility in commissioning health care is concerning, particularly when they have a lack of understanding on commissioning health services. It could also produce a culture where service commission favours those who shout the loudest or are most effective within a democratic system, as opposed to where the need is.
3. Young people are likely to get missed out in engagement with clinical commissioning groups and Students' Unions provide a perfect organisational group to seek representation for groups.
4. Services particularly relevant to students such as mental and sexual health are under threat under a new commissioning regime.
5. The first year under such a new system, where even those leading it are unsure of its direction and implication, is absolutely crucial to monitor.
6. The current climate of changes to our health care system pose huge threats in privatisation of health services cuts to key services and closure of clinics and hospitals.
7. NUS must respond sensibly to NHS reform, opposing cuts and privatisation but using our resource in a pragmatic fashion that will protect services for students.
8. That privatisation of the NHS undermines its fundamental value of providing free, comprehensive and equal care for all driven by compassion not profit.
9. That the NHS should be publically and not privately owned.
10. That privatisation presents a risk to the education of healthcare students; companies tend to focus on short term profits rather than long-term training and education.

**Conference Resolves:**

1. To pull together research on where clinical commissioning groups exist, what areas they cover and how this relates to relevant colleges and universities.
2. To show Students' Unions how they can win seats on relevant engagement bodies in their areas, ensuring close partnership is made between local HE and FE Unions on the issue.
3. To make the case for proper and accessible healthcare services for students by consulting Students' Unions on what's currently available in their local area – prioritising travel distance local GPs and hospitals are, where specialist services lie and how accessible they are.
4. To ensure NUS is making strong links with Healthwatch, holding both them and Public Health England to account on their decisions and direction.
5. To adopt a pragmatic and progressive approach to opposing cuts and privatisation of our health care system ensuring that the best interest of students lies at the heart.
6. For NUS to examine the ways in which NHS cuts and privatisation are creating health inequalities, especially for minority groups e.g. women, BME, LGBTQ and the disabled.
7. For the Vice President Welfare to work with the Medical Students Council in campaigning against NHS cuts and privatisation, in particular the Health & Social Care Act.

**Amendment No:** **40Sa**  
**Submitted by:** **Kings College London, Royal Holloway, Birmingham Uni, Goldsmiths**  
**Speech For:** **Kings College London (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Royal Holloway (1 min)**

## **Conference Believes**

1. The NHS is facing a huge threat. There have been damaging cuts to public services that are affecting hospitals and services across the country. Thousands of jobs have been cut and the conditions of many more are under attack.
2. Significant parts of the NHS are now run by private companies and after the 2011 Health and Social Care Act this process of marketisation and privatisation is set to accelerate.
3. There has been resistance to the attacks on the NHS, from the 25,000 people march in Lewisham to strike action by NHS admin workers in Yorkshire.
4. That further action is needed to defend the NHS now; it cannot be put off until the election in 2015.

## **This Conference Resolves**

1. To join campaigns against cuts and privatisation of public services.
2. To support strike action by NHS workers.
3. To support the Keep Our NHS Public campaign.

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## **Back to the main motion**

**Speech Against:** **Free (1.5 min)**  
**Summation:** **(1 min)**

## Zone | Union Development

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### Policy Recommendations

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**Recommendation No:** **501**  
**Policy Area:** Deepening Participation in Student Opportunities  
**Submitted by:** Union Development Zone Committee

**Introduction Speech:** Union Development Zone Committee (1.5 min)

Thousands of our members engage in students' unions and probably don't even know it. 'Student opportunities', intended to be a title that covers everything from media, volunteering, clubs, societies, fundraising and more, is something that NUS needs to have a clear strategic vision for. After months of consultation at training events and different conferences, and, after the release of the Deepening Participation report, these proposals are intended to give clarity on how we now move ahead and truly deepen participation for our members.

#### Conference Believes:

1. NUS released a report into deepening participation in 2012.
2. The report concluded that in order to have a truly deep experience in further or higher education three conditions need to be satisfied.
3. The conditions were:
  - a. Increased access to opportunities of interest to individuals to be involved;
  - b. Increased access to different communities of others; and,
  - c. Increased access to resources including money and time.
4. That as a result of these three conditions being satisfied, students would increase both their bonding and bridging social capital, meeting new people and as a result have deeper, more fulfilling experiences.
5. That in the majority of students' unions, more students will participate in student opportunities than vote in sabbatical officer elections, referendums or other democratic processes.

#### Conference Further Believes:

1. That opportunities are our movements' greatest strength.
2. That the language around student development is often confusing. Development, activities, societies, clubs, volunteering, fundraising, media and sport are all terms which can be understood singularly, however there needs to be an over-arching way to describe them all.
3. That the previous ten years has seen rising engagement in students' unions with a focus on engaging students in academic representation but that the next decade will see a revolution in student opportunities.
4. Students' unions should respond to rising demand with rising opportunities and reducing barriers to participation.
5. That it is of paramount importance in democratic organisations such as students' unions that our members understand the link between student opportunities and democratic participation. Wherever students do not or cannot participate in their structures, they are far less likely to have an impact on those opportunities they love.

#### Conference Resolves:

1. That 'student opportunities' should become the overarching way to describe this area of work in future within NUS.
2. That NUS should support a set of students' unions who satisfy the three conditions in the deepening participation report to publish a guide to realising the three conditions in other students' unions, using examples of best practice and individual testimonies to achieve those ends.
3. That NUS should seek to draw together the leaders and representatives of all student organisations and umbrella organisations for a one day conference with the aim of establishing an annual event to meet, discuss shared priorities and create a network of organisations wishing to achieve the same goals.
4. That NUS should build a student opportunities barometer, which helps those areas which are covered by the term student opportunities. It should allow them to benchmark themselves and figure out what they can do to progress, giving them the tools to do it for themselves.
5. That NUS should develop a Leadership Academy for those students beneath the layer of sabbatical officers to train them to be leaders in their own unions.
6. That NUS should look to develop National Volunteering Week to help recognise the impact that students have on their local, national and international communities.
7. That NUS should run a student opportunities conference, where all strands of students can come together to learn, develop and network with people from within and without the student movement.
8. That NUS should convene a College of Editors of Student Publications, who should meet annually to determine what best practice across student media in newspapers, radio and television might look like.
9. That NUS should publish the findings of the College of Editors where consensus can be reached.

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10. That NUS should build into its publications an emphasis on the importance of democratic participation in order to affect desired outcomes on student opportunities.
11. That NUS should develop an "NUS giving" award to encourage student involvement with ethical pursuits, whilst increasing student personal development and employability.
12. That NUS should encourage Student's Unions to self-actualise within their charity fundraising potential and should continue to offer an increasing level of support the National Student Fundraising Association (NaSFA) and its constituent members
13. That NUS should offer support to more umbrella student opportunities groups and work with them more closely.

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**Amendment No:** **501a**

**ADD AMENDMENT**

**Submitted by:** Bath University, South Eastern Regional College, Sheffield Hallam

**Speech For:** Bath University (1.5 min)

**Speech Against:** Union Development Zone Committee (1.5 min)

**Summation:** Sheffield Hallam (1 min)

**Conference Believes:**

1. For too long student activities have been largely ignored by NUS
2. The fact that NUS ran this year's Demo on Wednesday afternoon is a problem for activities. The mandates on alumni, student awards, BUCS, volunteering and a student activities conference were effectively side-lined
3. NUS has trained far fewer activists this year than last.

**Conference Further Believes:**

1. The portfolio of Union Development should include supporting students involved in activities
2. NUS should be reaching out to student focussed organisations that already support student activities and work with them and empower students on the ground.
3. We should make a step-wise change in how we support students' unions to develop activists through clubs and societies.

**Conference Resolves:**

1. Fully explore leadership in the area of Student Activities, including a report to Conference 2014 weighing up the benefits of a "Vice President Student Activities"
2. For NUS to carry out the mandates on student activities set last year on alumni, student awards, BUCS, volunteering and a student activities conference
3. That NUS ensures that NUS Digital empowers students – not just sabbatical officers - in delivering activities on the ground, to share best practice.

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**Amendment No:** **501b**

**ADD AMENDMENT**

**Submitted by:** Liverpool Hope, Newcastle University

**Speech For:** Liverpool Hope (1.5 min)

**Speech Against:** Free (1.5 min)

**Summation:** Newcastle University (1 min)

**Conference Believes:**

1. Many Unions have elected, part-time officer positions filled by Students who volunteer while studying with a specific portfolio or area of representation
2. Those Unions rely on the hard work of these volunteers
3. While there are many ways to facilitate volunteering in our Unions, part-time officers are an excellent way to empower campaigners
4. Many of these officers can become discouraged or stop engaging if they're not properly supported
5. More support and training for these officers, and those who facilitate them, is needed to truly harness their strength in their unions and the student movement
6. NUS offered training to Student Council Chairs in the past.
7. NUS has policy on Supporting Council Chairs which is due to lapse at National Conference 2013.
8. The policy passed in 2010 by NUS was good but was only effective for a short period.
9. While internal democracy within Students' Unions varies considerably, there are fundamental skills that can be taught to Student Council Chairs.
10. Some Students' Unions will be able to provide their own training, however NUS should offer training to those unable to provide this themselves.

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11. These positions are almost always held as non-Sabbatical posts, which limits the scope for free exchange of ideas and best practice between Chairs and equivalent posts.
12. The majority of Liberation and Sections officers in Unions are part-time officers
13. For national and local Liberation and Sections campaigns to be effective this support is vital

## Conference Resolves:

1. NUS will research best practice in training and facilitating part-time officers
2. NUS will create training and support for Unions in leading and empowering these officers
3. NUS will hold regional training events for these officers
4. NUS will create training materials for Unions to use in-house
5. NUS will amend briefings on Liberation and Sections campaigns to make them accessible to part-time officers
6. For NUS to update its policy, with the following features:
  - a. NUS offering specific training to non-Sabbatical posts such as Council Chairs,
  - b. NUS establishing a network for Chairs and equivalent posts to discuss and exchange best practice,
  - c. NUS producing surveys and reports useful to Chairs and equivalent posts.

**Amendment No:** **501c**

## ADD AMENDMENT

**Submitted by:** **Liverpool Hope**

**Speech For:** **Liverpool Hope (1.5 min)**

**Speech Against:** **Free (1.5 min)**

**Summation:** **Newcastle University (1 min)**

## Conference Believes:

1. Successful Student Activity Groups (such as Sports Clubs and Societies) often rely on the passion and hard work of dedicated student volunteers who give their time while studying and working.
2. Many student-volunteer led Student Activity Groups rely on funding and sponsorship from local bars, clubs and other businesses.
3. Such funding and sponsorship deals can be open to abuse by some businesses, leaving Student Activity Groups and their Unions in difficult situations.
4. Student-volunteer led Student Activity Groups are vital to deepen participation in student opportunities – especially in small and specialist Unions.
5. The success of these groups often relies on Students' Unions to guide and develop their activity groups as well as supporting their efforts to secure outside funding and sponsorship.
4. NUS will research best practice in supporting and developing Student Activity Groups to deepen participation with the goal of supporting Students' Unions in delivering this.
5. NUS will research best practice in Student Activity Group funding and sponsorship with external businesses and create a code of conduct for businesses wishing to sponsor Student Activity Groups.
6. NUS will create guidance and training for Students' Unions in supporting their Student Activity Groups in securing funding and sponsorship deals with external businesses.

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## Back to the main motion

**Speech Against:** **Free (1.5 mins)**

**Summation:** **(1min)**

**Recommendation No:** **502**

**Policy Area:** **Deepening Democracy: Defending Autonomy & Independence**  
**Submitted by:** **Union Development Zone Committee**

**Introduction Speech:** **Union Development Zone Committee (1.5 min)**

It is the role of the National Union to propose new ideas and lead the debate in many fields, not least, democracy. As we move ahead with plans to help deepen participation of students in their opportunities, we must also move ahead with plans to deepen participation in democracy.

Looking across the globe for different and effective models of working, this motion aims to introduce the concept of participatory democracy and begin a discussion on how we might implement this in our unions, with the view to empowering students in their organisations to own the debate and actions for change.

**Conference Believes:**

1. That the national average election turnout in students' unions has remained broadly static over the past few years at 14%, with variations as high as 30% in some institutions and as low as 5% in others.
2. That the key factor in increasing election turnout is the number of candidates in any given election.
3. That as the student movement has become more diverse, our elected representatives have not.
4. That processes for mass participation in decision making processes around the world have seen greater engagement in civic institutions.

**Conference Further Believes:**

1. That students' unions' independence and ability to act with autonomy are two core principles that can never be compromised.
2. That throughout any governance changes that have occurred, the principle of remaining student-led has been central to reform.
3. That a system of 'participatory democracy', as seen in Porto Alegre in Brazil where budgets are set by the people, can have a profound effect in democratizing the every-day lives of people. Spending up to 20% of the city's budget, citizens debate collectively on the priorities and agree outcomes together. This has reduced the individual mentality and brought a new collectivist approach.
4. That many students' unions allocate funding to societies in a student-led approach.
5. That a robust process for discussion and allocation of ring-fenced funds would be necessary to ensure a fair and accessible format that allows the maximum number of students to engage.

**Conference Resolves:**

1. That following the principles of independence, autonomy and being student-led, NUS should issue a plan to achieve this for all students' unions who have any of these three core principles compromised, especially focussing on Further Education.
2. That NUS should release guidance on how to increase levels of engagement for small, specialist and further education unions.
3. That an historical analysis should be undertaken into the relationship between effective students' unions and block grant size with a view to publish guidance to universities making appropriate recommendations on the findings.
4. That as part of the historical analysis students' unions should be given guidance on how the findings relate to them directly.
5. That NUS draw down examples of effective membership engagement in decision making processes from around the world both within and outwith students' unions and publish them with practical methods of application to the student movement.
6. That the concept of participatory democracy and participatory budgeting be trialled in volunteer students' unions to demonstrate the effects of empowering students.
7. That NUS should look for innovative ways to increase participation in elections in students' unions.
8. That NUS should research the demographic diversity of participation in elections to ensure that those running and participating in elections are far more representative of local student populations.

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**Amendment No:** **502a**  
**ADD AMENDMENT**

**Submitted by:** **Canterbury College, Bridgend College**  
**Speech For:** **Canterbury College (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Bridgend College (1 min)**

# National Conference | Union Development 500

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## Conference Believes:

1. Impact of SU's on individuals and local institutions cannot be judged entirely by turnout or statistics on participation in democratic structures.
2. Structures and participation alone do not create good strong and active students unions that create positive change for their members.
3. Deepening participation is about looking beyond participation, looking at the impact of unions on individual members and the local community it is in.
4. Current language and emphasis on independence and structures isolate a large proportion of FE colleges who have no staff support or funding but are working and creating positive change for their members.

## Conference Resolves:

1. That the transformational impact of SU's on members lives, local communities and impact achieved should be the major consideration of a new, non-one size fits all SUEI model and a separate made to measure FE accreditation model.
2. NUS should offer greater recognition and further support for community success whether it be through volunteering, campaigns or activities.
3. Development and support for SU's should be based on personal progression of individual unions, not a standardised 'one size fits all' model.

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**Amendment No:**

## 502b

**ADD AMENDMENT**

**Submitted by:** London School of Economics (1.5 min)

**Speech For:** London School of Economics (1.5 min)

**Speech Against:** Free (1.5 min)

**Summation:** London School of Economics (1 min)

## Conference Believes:

1. That campaigning and protest have historically played a central role in developing our union at a national level and particular students' unions.
2. That the tradition of regular student general meetings has been eroded in many universities.

## Conference Resolves:

1. To seek to achieve our policies through the activity of large numbers of students.
2. To continue to support direct action by students, including demonstrations and occupations, in order to oppose the attacks that we face.
3. To support student unions in seeking to organise and build regular general meetings that can allow students to shape the policies of their unions.

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**Amendment No:**

## 502c

**ADD AMENDMENT**

**Submitted by:** University College London, London School of Economics (1.5 min)

**Speech For:** University College London (1.5 min)

**Speech Against:** Free (1.5 min)

**Summation:** London School of Economics (1 min)

## Conference Believes:

1. External trustees can give valuable expertise. However, there is absolutely no good reason why unelected non students should be allowed to vote in our unions.

## Conference Resolves:

1. To issue guidance that only elected students should be full voting members of Trustee Boards. Externals should advise, but should not have a say in final decisions.

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**Back to the main motion**

**Speech Against:** Free (1.5 mins)

**Summation:** (1 min)

**Recommendation No:** **503**

**Policy Area:** **Cultivating Our Activists and Organisers in Our Unions**  
**Submitted by:** **Union Development Zone Committee, Liverpool Hope**

**Introduction Speech:** **Union Development Zone Committee (1.5 min)**

Across the movement our members engage in many different activities and don't realise that they are learning how to be activists and organisers. It is true that we need to train the people who can go out and be activists, just as much as we need to train those who can organise them. By working to develop our activists and organisers in many different fields of opportunity, we will be able to make the most of the unique moment where NUS can reach far beyond the sabbatical officers of the nations, but to individual members everywhere.

Through empowering students now, we can sow the seed of change within them, helping them to know that beyond education, power belongs to the people.

**Conference Believes:**

1. That between 2011-12 NUS trained at least 2,500 activists around the UK on the activist academy programme
2. That this vital training was inaccessible to some unions who could not afford travel costs to send activists.

**Conference Further Believes:**

1. Whether as grass-roots activists or local organisers, whether campaigning on an specific issue or facilitating others to create change, we, as students' unions have a duty to empower our members to be the change they wish to see in the world.
2. That the 'I am the Change' campaign and associated activist development work has been an outstanding success, inspiring a new generation of activists and organisers.
3. That in order to progress our agenda further, we need to extend opportunities to discover the activist and organisers within ourselves by making students' unions the beacons of activity within their communities.
4. The issues with which students choose to connect are various from political activities to charitable work but nonetheless, the skills needed to become activists and organisers are within all students, they just need to be set free.
5. That the best way to encourage activism and organising is to adopt a cultivational model, whereby students focus on the issues that affect them in their communities and we cultivate them and allow them the room to grow at their own pace.
6. That in order to win national campaigns, NUS needs to cultivate local activists, so that when issues arise of national importance which NUS will duly take a lead there exists a core of organisers and activists are ready to join the movement.
7. That NUS will never achieve the level of change we wish for our members working in isolation, but that a partnership approach should underpin all of our activities.
8. That in order to reach our aspirations, we must empower those who are skilled organisers as well as those passionate activists.
9. That for this vision to be realised we must ensure this opportunity is accessible to as many students and Students' Unions as possible.

**Conference Resolves:**

1. That NUS roll-out a programme of regional Organiser and Activist Academies, where we train students' union staff and others to be able to develop and deliver training to others to build the activist and organiser base around the UK.
2. That the training developed should empower others to deliver it locally.
3. As part of educating study-leavers about the employment landscape, NUS should work with trade unions to promote the role of trade unions in protecting study-leavers; to raise awareness of their role generally; and to encourage trade union membership.
4. That NUS should look into certifying and accrediting organisers and activists for their achievements.
5. That NUS will create a discretionary fund for Unions who are struggling to afford to send activists to these events to help cover travel expenses.

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**Amendment No:** **503a**

**ADD AMENDMENT**

**Submitted by:** **York College, Lancaster University, Bath University (1.5 min)**  
**Speech For:** **York College (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Lancaster University (1 min)**

**Conference Believes:**

1. That activist and leadership development should be a priority for NUS regardless of calls for national actions



# National Conference | Union Development 500

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2. That when national action is focused in London - while sometimes necessary - inevitably, resources for activist development become constrained, hence 2000 activists trained in 2011-12, and far fewer in 2012-13.
3. National action in political power bases is at times necessary
4. Local and regional action can equally have an impact at a national level
5. That taking action now can lead to hope for the future by delivering student organisers and leaders across our movement
6. That local action is often more accessible for our members and allows workers to be involved alongside students in a more genuine way

## Conference Resolves:

1. To reaffirm NUS's commitment to activist development
2. To train student organisers to win locally now and to win for students in 2015
3. To support regions and nations in activist development through local/regional training to deliver student organisers to support campaigns on everything from hidden course costs, to cuts to college funding in the nations and living wage training across regions.

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**Amendment No:**

# 503b

## ADD AMENDMENT

**Submitted by:** Norwich Uni of the Arts, Manchester Uni, Liverpool Hope (1.5 min)  
**Speech For:** Norwich Uni of the Arts (1.5 min)  
**Speech Against:** Free (1.5 min)  
**Summation:** Manchester Uni (1 min)

## Conference Believes:

1. Students involved in sports, societies and volunteering are the lifeblood of our unions and should be central to our efforts to win for students in the 2015 General Election. We have literally hundreds of potential community organisers ready to go but far too often we ignore student activities in our campaign strategies or use language and tactics that are alienating to them.
2. Polling shows that the public are not currently sympathetic to additional investment in higher education over other issues. The good will generated in communities by volunteering, coaching in the community, raising and giving and local environmental work means that student activities are at the core of communicating the public good of tertiary education.
3. In 2010, a number of MPs broke the NUS "Vote for Students" pledge not to increase tuition fees. There will be key marginal seats where students could be decisive in either stopping those MPs from being selected or re-elected, and leaders in student activities could be central to achieving that.

## Conference Resolves:

1. To take student activities seriously, investing in advice and capacity to ensure that unions involve ever more people and build on that investment by seeking to create capacity in community organising/activism within sports clubs, societies and volunteer groups on their terms and in their language in the run up to the next General Election.
2. To research and promote the contribution of students involved in sports, clubs and volunteering to the local community – articulating the public good of tertiary education and demonstrably building sympathy for the student cause come the next General Election.
3. To strategically target students' unions and groups of students located in key marginal seats for the 2015 General Election and support organising capacity to both win positive policy commitments but crucially stop MPs who broke the "Vote for Students" pledge from being selected or re-elected.

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## Back to the main motion

**Speech Against:** Free (1.5 mins)  
**Summation:** (1 min)

**Motion No:** **50A**  
**Policy Area:** **Nationwide Officer Mentoring**  
**Submitted by:** **Bath Uni**

**Speech For:** **Bath Uni (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Bath Uni (1 min)**

**Conference Believes:**

1. Every year there are many members leaving the student movement who would relish the opportunity to maintain links to the movement.
2. In addition to this there are many other friends of NUS keen to help nurture our student leaders.
3. Students entering the officer leadership roles can have little or no experience of either the world of work, nor holding leadership roles.
4. That there are additional challenges for officers coming from non-traditional backgrounds.

**Conference Further Believes:**

1. Mentoring schemes can offer a unique level of support not accessible through current structures.
2. Former officers and friends of NUS can offer a valuable source of help and advice to current officers.

**Conference Resolves:**

1. To investigate the possibility of a mentoring scheme for current officers working with former officers.
2. To explore the possibility of extending this scheme to allow others from business and the third sector to act as mentors in the future.

**Motion No:** **50B**  
**Policy Area:** **Keep it Crystal Clear – Crystal Mark it!**  
**Submitted by:** **Leeds Metropolitan**

**Speech For:** **Leeds Metropolitan (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Leeds Metropolitan (1 min)**

**Conference Believes:**

1. There are a vast range of documents presented to Students before and during their time studying.
2. That the content of many of these documents are from Universities and refer to all aspects of students' experience.
3. Often these documents are dense and use complex language; on occasion there are ambiguities and contradictions.
4. Students' Unions are occasionally guilty of this lack of clarity too.
5. The Plain English Campaign exists to eliminate overly-complex and campaign against gobbledygook, jargon and misleading public information.
6. The 'Crystal Mark' accreditation scheme to certify the good use of plain English is in use across the globe.

**Conference Further Believes:**

1. That clarity is not an 'optional extra' when drafting student-facing documents.
2. That with the mounting pressures on students, the simplest form of communication should mean that time is not wasted poring over ambiguous terminology.
3. That any regulation affecting students' lives should be clear and unambiguous.
4. Where there is a need to use uncommon terms, a glossary should be provided.
5. The principles of the Plain English Campaign are entirely consistent with the work of the University.
6. Plain English demonstrates a commitment to access for students whose first language is not English.

**Conference Resolves:**

1. To rewrite all public-facing documents to comply with the 'Crystal Mark' award and to gain accreditation from the Plain English Campaign.
2. To lobby the University to review all student-facing documents (including the University regulations) to be clear.
3. To discuss with the University the merit of joining the Plain English Campaign and to submit all public documents for assessment against the 'Crystal Mark'.
4. To submit this policy to NUS conference for consideration at the 2013 Annual Conference.
5. The NUS leadership to maintain a commitment to the use of plain-English when reviewing student-facing documents. (this includes briefings, campaign packs and other publications all the way to the constitution and other governing documents).
6. The NEC to lobby UUK and similar organisations to commit to a position that all student facing documents should carry the Crystal Mark as a matter of principle.
7. To produce a briefing to support member Students' Unions in aspiring to clarity of communication.

**Motion No:** **50C**  
**Policy Area:** NUS – Arts unions need different support  
**Submitted by:** Guildhall School of Speech and Drama, UCA, University of the Arts

**Speech For:** Guildhall School of Speech and Drama (1.5 min)

**Speech Against:** Free (1.5 min)

**Summation:** University of the Arts (1 min)

**Conference Believes:**

1. Students' unions are the legitimate democratic voice of students but, in arts institutions which are often small and specialist and underfunded by government, resourcing is often low.
2. Arts students are creative and passionate people but very time poor, and find it hard to participate in 'traditional' students' union and NUS activity.
3. Specialist unions deserve specialist support.

**Conference Resolves:**

1. NUS will work with GuildHE, which represents many arts institutions, to ensure that students' unions are well funded, well supported and can function as independent and representative organisations.
2. NUS will continue to support arts students' unions by working with sector groups, such as the UK Art and Design Institutions' Association, and bringing together them together to discuss their mutual development.

**Motion No:** **50D**

**Policy Area:** **Defend the Rights and Needs of Students with Developmental Disabilities and Students with Specific Learning Disabilities**

**Submitted by:** **Herts Uni**

**Speech For:** **Herts Uni (1.5 min)**

**Speech Against:** **Free (1.5 min)**

**Summation:** **Herts Uni (1 min)**

**Conference Believes:**

1. That with education cuts in both FE and HE since 2010, that both FE and HE students who have developmental disabilities, such as ADHD and autism, and also students who have specific learning difficulties such as dyslexia and dyscalculia, are particularly vulnerable to the effects cuts in pastoral and academic support which they often rely on, more so than students without developmental or specific learning disabilities.
2. That those education cuts mean that students with developmental and specific learning disabilities might not achieve their full potential within their course or even end up failing their course altogether. This can lead to low self-esteem, longer periods of unemployment or underemployment, and mental health problems later in life for these students.
3. That students with developmental disabilities and/or specific learning disabilities can often find it very difficult to get their voice heard, on and off campus, particularly due to the undue pressure and stress they often suffer as a result of their disability. This is especially true in FE and HE students on the autistic spectrum.

**Conference Resolves:**

1. That the NUS promises to give proper support and advice to help students with developmental disabilities and specific learning disabilities that is helpful and specific to their academic and welfare needs.
2. That the NUS work with Student Unions across the United Kingdom to help give students with developmental disabilities (e.g. ADHD and autism), and specific learning difficulties (e.g. dyslexia, dyscalculia and dysgraphia) support so that they can meaningfully participate in student union activity and also so that their concerns are properly represented.
3. That the NUS in conjunction with Student Unions across the United Kingdom gives more encouragement to students with developmental disabilities and/or specific learning disabilities to stand in student union elections and thus help improve their self-esteem.

**Motion No:** **50E**  
**Policy Area:** **For democratic student unions and a democratic NUS**  
**Submitted by:** **Birmingham Uni**

**Speech For:** **Birmingham Uni (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Birmingham Uni (1 min)**

**Conference Believes:**

1. We should judge a union by how easy it is for members to get involved and steer its decisions and direction, how many it mobilises in action, and to what extent it fights, puts pressure on and wins concessions and reforms from management and government.

**Conference Resolves:**

1. To campaign for SU democracy including:
  - A constant flow of easily accessible information to members (including minutes and public reports from senior staff as well as elected officers);
  - Regular, well-built GMs; where councils exist all students should be able to attend, speak and put motions;
  - We oppose the existence of Trustee Boards; at a minimum they should include only students, and never management representatives;
  - Important decisions should be made by students and their elected representatives, and decisions made carried out.
2. That where sabbs are obstructed or victimised by union management, NUS should intervene on their side.
3. To demand the NEC carries out NUS policy conference whether they like it or not.

### Policy Recommendations

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**Recommendation No:** **601**

**Policy Area:** **Making the Case for Welfare**

**Submitted by:** **Welfare Zone Committee, Liverpool Guild, Mature & PT Cttee**

**Introduction Speech:** **Welfare Zone Committee (1.5 min)**

Welfare impacts on all students and can profoundly affect their academic and broader experience of studying. Institutions and students' unions both have a role to play in ensuring that adequate support is provided to all students.

NUS' recent *The Pound in Your Pocket* research found that 39 per cent of students have considered leaving their course at some point. There can be no doubt that welfare services can play a critical role in ensuring that so many students are able to continue with their studies rather than dropping out. For example, recent research by the British Association of Counselling and Psychotherapy demonstrated that a majority of students who access counselling services consider them to have played a critical role in keeping them on their course.

With recent funding cuts in education, we are seeing cuts to vital services such as these, with many institutions having reduced the number of appointments available to students. Welfare services cannot be viewed as peripheral or 'added extras,' but as a core part of the activity of both institutions and students' unions and their obligations to their students.

#### **Conference Believes:**

1. According to Mind, every year, one in four people will experience a mental health problem.
2. Students often face specific challenges which may have an impact on mental health, including the challenge of adapting to a new environment, academic demands, detachment from usual support networks, as well as financial pressures.
3. According to NUS' *The Pound in Your Pocket* research, 39 per cent of students have seriously considered leaving their course at some point due to a lack of money.
4. This proportion is higher for particular groups of students, with 55 per cent of disabled students, 51 per cent of LGB students, 51 per cent of student parents and 58 per cent of those with an adult dependent reporting having seriously considered leaving.
5. According to research by the British Association of Counselling and Psychotherapy, 81 per cent of students who accessed counselling services in the 2011/12 academic year reported that it had helped them stay at university or college.
6. Approximately four per cent of university students access counselling services each year.
7. In these times of change, service level agreements are often under discussion.
8. In a climate of uncertain funding across many institutions and students' unions, welfare services can be seen as a place to make savings.
9. In some instances, welfare services offered by students' unions are being reacquired by the institution.
10. In various students' unions, welfare officer positions have been cut or merged with other positions.
11. In addition to this, enrichment budgets in FE have been cut and this will have a significant impact on the services that students can access.
12. That some specific information is not always easily accessible, particularly at point of entry.
13. That this disadvantages certain types of students on being able to have a full student experience.

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

1. Welfare provision is critical to ensuring that education is accessible, inclusive and supportive of the diverse student community and the range of needs within it.
2. Many of the issues cited by students as causes for considering leaving their course could be mitigated against through improved access to welfare services.
3. An integral part of the role of a students' union is to offer independent welfare services and representation.
4. Institutions should recognise their duty of care towards their students, as well as the value of embedding vital welfare services within the educational setting.
5. It is the government's responsibility to ensure that students in further education have access to pastoral care, information, advice and guidance, citizenship education as well as activities and sporting facilities.
6. That external constraint of students' time should not limit or exclude from being able to access information that many benefit them throughout their courses.

## Conference Resolves:

1. To support students' unions fighting cuts to welfare services on their campuses.
2. To continue to develop an evidence base to support students' unions in demonstrating the impact and value of these services.
3. To lobby government for enrichment budgets in FE to be restored.
4. To recognise that student welfare is an essential part of student representation within students' unions and should be represented as such.
5. To provide a comprehensive summary of what students' unions can achieve in relation to welfare, particularly considering what the role of welfare officer brings to students' unions.
6. To undertake research on the role peer mentoring schemes can play in supporting positive outcomes for students.
7. To work with other sector bodies to establish best practice in developing support mechanisms for vulnerable students.
8. NUS should lobby institutions to provide students with precise, concise and easily accessible information, but with particular emphasis on student groups who have external constraints that may limit their ability to access such information.

**Amendment No:**

# 601a

**ADD AMENDMENT**

**Submitted by:**

**Sheffield University**

**Speech For:**

**Sheffield University (1.5 min)**

**Speech Against:**

**Free (1.5 min)**

**Summation:**

**Sheffield University (1 min)**

## Conference Believes:

1. There are a wide variety of support services provided by institutions and Students' Unions.
2. These services are often underdeveloped and underfunded and it is within the role of student representatives such as Welfare Officers to ensure that these services are fit for purpose.

## Conference Further Believes:

1. That the media coverage of a recent Heads Of University Counselling Services (HUCCS) conference which reported that there are many heads of counselling services who have never met, or even know the name of, their Students' Union Welfare Officer demonstrates a completely unacceptable breakdown of communications between Institutions and Students' Unions.
2. That with cuts to so many NHS and other public services, the need for student-centric support services has never been greater.
3. That the NUS Welfare Zone currently doesn't include Institutional support services enough in its work.
4. That partnership working is encouraged within the HE and FE zones but rarely, if ever, mentioned in the Welfare Zone.

## Conference Resolves:

1. For NUS to include working with (and lobbying Institutions to provide better) Institutional support services in its strategies, briefings and training.
2. For NUS to produce guides to partnership working for Welfare issues as they do for Educational and academic issues.



**Amendment No:** **601b**  
**ADD AMENDMENT**  
**Submitted by:** **Hull University Union**

**Speech For:** **Hull University Union (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Hull University Union (1 min)**

**Conference Believes:**

1. Students' Unions can be an excellent place to provide advice services to students in essential welfare areas such as finance, housing, academic appeals and immigration.
2. Many institutions provide some kind of advice service which is sometimes sourced independently to the Students' Union.
3. In some areas due to lack of resource elected officers are required to provide casework support to students who require it.

**Conference Further Believes:**

1. Ensuring that students receive the best advice must be the top priority.
2. It's important to have advice provision that is independent from the institution and Students' Unions are best place to provide this.
3. Where institutions are looking to make cost savings they may be more likely to want to take advice provision in-house or cut some services.
4. Having to provide casework support to students can be incredibly demanding and stressful for officers and may not be in the best interest of the students who need help.

**Conference Resolves:**

1. To commit to the belief that independent advice services are vital and that Students' Unions are best placed to house them
2. To proactively make the best case to institutions for independent advice centres.
3. To strengthen the case for independent advice centres through research into how well-funded, effective independent advice centres impact their campuses for the better, to be shared across the sector with institutions and Students' Unions.
4. To support Students' Unions in making this case to their institutions and fighting any cuts to advice services.
5. To work with the Union Development zone and National Association of Student Money Advisors (NASMA) in supporting Students' Unions to develop advice provision.
6. To support Students' Unions in making the case for well-resourced advice provision to ensure students receive the best service and officers are not required to provide casework where possible.

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**Back to the main motion**

**Speech Against:** **Free (1.5 mins)**  
**Summation:** **(1 min)**

## Recommendation No: **602**

**Policy Area:** The Pound in your Pocket  
**Submitted by:** Welfare Zone Committee

**Introduction Speech:** Welfare Zone Committee (1.5 min)

Student financial support is a key area of concern for the student movement. This year, NUS has conducted a major programme of research called The Pound in Your Pocket which examines the way in which the current system works. This research is broad-ranging and spans further education through to postgraduate level study, providing a robust evidence base which sheds a light on the key financial issues facing students, as well as those groups who find themselves particularly under strain.

These include adults (19+) in further education, older students (21+) in higher education, NHS supported students, student parents and disabled students. NUS should use the findings of The Pound in Your Pocket research as a basis for policy development and campaigning on student financial support.

### Conference Believes:

1. Student financial support has not received the same attention as university or college funding over the past five years; despite this, it is a critically important issue and should have a higher profile.
2. NUS has completed a major programme of research into student financial support called *The Pound in Your Pocket*. On the basis of the evidence gathered through this research:-
3. Many students are struggling to make ends meet, concentrate on their studies and stay the course, because financial support is systemically inadequate across both further and higher education.
4. There are clear associations between financial support policy and practice, student wellbeing, socio-economic background and retention.
5. Financial difficulties are pushing many students to the brink of 'dropping out'.
6. Around a third of students across all groups report negatively on their wellbeing, on key indicators such as 'ability to meet the cost of basic expenses like rent and bills' and 'ability to concentrate on studies without worrying about finances'.
7. Even relatively small levels of debt (over £1000) in the form of bank loans, credit cards, or high risk borrowing like 'pay-day lenders' and 'cheque cashers' are strongly associated with poor student wellbeing.
8. Excessive working hours are associated with poor wellbeing and with origination in areas with low higher education participation rates.
9. Access to financial support from the family has a significant association with both wellbeing and progression to further study.
10. Students across all groups want more cash support such as loans, grants and bursaries, with a high frequency of payments, either weekly or monthly depending on the level of study.
11. Course related costs are prevalent, expensive, and often concealed; there is a clear association between high course costs and low wellbeing.
12. High levels of accommodation and transport costs are associated with reduced wellbeing.
13. Adults (19+) in further education, older students (21+) in higher education, NHS supported students, student parents and disabled students appear to be under particular financial strain.

### Conference Further Believes:

1. The most important priority is to ensure all students have enough personal funding to meet their needs
2. In a scenario in which the current program of austerity continues throughout the current and next parliament, where we see no increase in spending on student financial support, we must prepare a solution in the medium term that shifts current funding to create a fairer, more equitable system
3. When we now have evidence through Pound in your Pocket research that there are particular groups badly let down by the current system, abdicating an opportunity to invent solutions that create a more equitable system within the current spending envelope would be irresponsible
4. However, our long term ambition should never waver from a demand for greater public investment. Student financial support represents an incredibly powerful form of spending – so ultimately we should make a strong case for more public funding in this area targeted at the students that need it most
5. There should be a central co-ordinating office for student support with a remit across government departments and across educational sectors, and an independent appeals process for financial support
6. There should be an independent national student financial advice service
7. There should be a standards accreditation system for student employment opportunities
8. Support for disabled students is inconsistent across sectors and poorly targeted and administered; sorting this mess out must be a top priority
9. It is absurd that full time undergraduates now borrow up to £27,000 to pay for a degree but the vast majority can only borrow between £10,000 and £15,000 to meet their living costs during that degree
10. The mainstream system of student loans should enable all students to meet most of their best-estimated costs without turning to other sources of income; this means having much larger maintenance loans

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11. There should be a better system for recognising intermediate areas of high cost outside London; a middle tier between the baseline and the London rates should be introduced
12. There should be more frequent instalments of loan payments, with a front-loaded payment of loans to help people meet 'set up' costs
13. These measures should be funded by means-testing the repayment conditions for student maintenance loans
14. Grants for students from low income households in further education should be given as much priority as funding to grants for the same group in higher education
15. In principle this move would restore the EMA, although it is recognised that the EMA itself was not perfect and a different structure may be better
16. These support streams should be integrated with each other (though may not pay the same rates at all levels), and should be made more compatible with the benefits system
17. This will recognise the need for a redistribution of funding to deliver an equitable settlement between FE and HE - a false construct we are increasingly rejecting – creating a single grant system across both sectors
18. The system of regulated discretionary bursaries and fee waivers in higher education is highly dysfunctional and has little positive effect on access
19. The multitude of discretionary funds and pots in further education is also highly dysfunctional, poorly focused, and a source of unequal treatment of students
20. These systems should be abolished; in their place there should be a single 'student safety net' fund across both sectors, paid for by government and institutions, with support given objectively in cases of acute financial difficulty, and on the basis of both means and needs

## Conference Resolves:

1. To mandate the NEC to produce detailed proposals reflecting the principles set out in this motion (as amended) and to pursue their implementation

## Amendment No:

# 602a

## ADD AMENDMENT

### Submitted by:

**Norwich University College of the Arts, Sheffield Hallam, Aberdeen College, Queens University Belfast, WNEC, Edinburgh College, South Eastern Regional College, Cardiff Uni, York Uni, De Montfort**

### Speech For:

**Norwich University College of the Arts (1.5 min)**

### Speech Against:

**Free (1.5 min)**

### Summation:

**South Eastern Regional College (1 min)**

## Conference Believes:

1. In 2010, NUS Scotland undertook the "Still in the Red" research project into student financial support, involving over 8,000 students and ultimately leading to an extra £265m in student loans going in to students' pockets. However, SAAS continue to fail to deliver payments on time and the postgraduate financial support system is complicated and weak. Also, in addition to protecting the EMA in Scotland, for the last few years NUS Scotland has regularly run reactive campaigns to protect threatened cuts to FE bursaries. With FE bursaries now protected for the next few years, there is an ideal opportunity to fundamentally change the FE bursary system.
2. NUS-USI this year managed to save EMA, lobbied to increase the number of students who have access to £30 per week and retained the annual bonus. However the financial experience of student remains under researched and vulnerable to attack in a climate of financial instability for institutions and a decreasing Barnett amount at Stormont. Student maintenance support for Higher Education students in the allied health sciences is both varied, unstandardized and woefully inadequate across in Northern Ireland. Northern Ireland Executive promises to create parity of support funding for part time learners has failed to deliver tangible outcomes while PG students, student carers and prevocational learner funding is either non-existent or still insufficient.
3. NUS Wales also saved EMA in 2010 but following a change to the eligibility criteria and the removal of £10 and £20 awards, there has been a notable decrease in approved applications. The academic year 2011/12 saw a 10% drop in approved applications and this year there has been a further drop of 8%. The Financial Contingency Fund in Wales is also currently under review which would have a detrimental impact on FE students in Wales if cut. Tuition fees are lower for Welsh domiciled students however this only reduces a student's overall debt at the end of study and does nothing to help Welsh students out on a day to day basis.
4. NUSUK has recently completed its "Pound in your Pocket" research into student financial support, ranging from apprentice to postgraduate but for English domiciled students only, recognising the divergence and complexity of maintenance support across the UK.
5. Financial hardship is the biggest reason for students dropping out during their studies.
6. Since the introduction of the Access to Learning fund (ALF) in 2005/06 it has been cut hugely by the Government across England, from £80m to £37 overall, in some cases up to 50% in individual institutions over its 7 year course.
7. Despite the Government making the case that the introduction of measures such the National Scholarship Programme (NSP) have justified its cuts by putting money into different areas of support, this by no means warrants the huge cut.
8. NSP is failing when institutions favour fee waivers over bursaries meaning there is less money available to students whilst they study and therefore financial hardship grows instead of decreases.

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9. Institutions have a responsibility to aid retention by providing sources of funding to those students who struggle financially during their course of study.
10. Despite being in difficult economic times for institutions many continue to make healthy surpluses each year and spend should be prioritised on areas that will have a positive impact on students.
11. If the Government is failing to provide adequate resource for students in financial hardship then institutions need to step up and increase their own funding.
12. ALF only cover UK students, and whilst some institutions provide funds for international students this is not very widespread leaving many without a place to turn.

## Conference Further Believes:

1. It benefits students' unions across the UK for NUS to have robust evidence of the experience of student financial support in Scotland, Wales, Northern Ireland and England.
2. In our work for a coherent, empowering tertiary education sector we would want students across the UK, regardless of where they are domiciled, to be able to access and be successful regardless of where they choose to study. How we support postgraduates, part-time, mature and FE students remains a perennial problem across the UK with respective administrations making very little progress.
3. A student not applying or dropping out of post-compulsory education due to a lack of maintenance support represents both a societal loss and a bad investment to the tax payer. We need to prove that increased investment in student financial support is a powerful form of preventative spending, making both principled and economic sense.
4. Students who may require additional financial support over the standard Summer vacation, such as those with dependents, those studying longer courses (e.g. nursing) or who are estranged from their parents, may be disadvantaged by the current three-payment system.

## Conference Resolves:

1. To lobby institutions to start centrally subsidising cuts to the Access to Learning Fund and to centrally allocate funds for students in financial hardship.
2. To highlight and congratulate institutions that put special measures in place to support international students in financial hardship.
3. To support Students' Unions in lobbying for institutional spend on financial hardship.
4. To support NUS Wales and NUS-USI to conduct their own research into student financial support, exposing the financial barriers to students being academically successful.
5. To coordinate our approaches to campaigning on student financial support, seeking to end cross-border barriers to studying in different parts of the UK regardless of where the applicant is domiciled and sharing best practice between the devolved administrations on specific challenges to how we support students financially.
6. To build a strong case for the social and economic benefit of public investment in student financial support.
7. To lobby government and their agencies to provide student loans in four payments on request.

**Amendment No:** **602b**  
**ADD AMENDMENT**  
**Submitted by:** **Derby University, Walsall College, James Watt, Cumbria**  
**Speech For:** **Derby University (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Cumbria (1 min)**

## Conference Believes:

1. Generations of students and young people are building their lives on a mountain of debt
2. Credit unions offer an alternative to communities who feel they are trapped in a cycle of debt and cheap credit
3. James Watt and Walsall college are two colleges who have set their own credit unions up and both have been a huge success

## Conference Further Believes:

1. That legal loan sharks are a blight on some of the poorest communities in the UK
2. Students' unions working with partners could offer an alternative in this area

## Conference Resolves:

1. For NUS to look into options to support credit unions locally and through NUSSL look to setting up a national scheme
2. To produce a handbook on how unions can set up their own credit union

**Amendment No:** **602c**  
**ADD AMENDMENT**  
**Submitted by:** **Birmingham South and City College, Worcester College of Technology, NUS Black Students Cttee, Mid Kent College, Gateshead College, Dudley College**

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<b>Speech For:</b>	<b>Mid Kent College (1.5 min)</b>
<b>Speech Against:</b>	<b>FE Zone Committee (1.5 min)</b>
<b>Speech For:</b>	<b>Gateshead College (1 min)</b>
<b>Speech Against:</b>	<b>FE Zone Committee (1 min)</b>
<b>Speech For:</b>	<b>Free (1 min)</b>
<b>Speech Against:</b>	<b>Free (1 min)</b>
<b>Summation:</b>	<b>NUS Black Students' Committee (1 min)</b>

## **Conference Believes:**

1. The scrapping of EMA over two years ago had a hugely damaging impact.
2. EMA allowed students from the poorest families to access Further Education. Its abolition has had a hugely detrimental impact, hitting women and Black students hardest.

## **Conference Further Believes:**

1. For the government to reinstate EMA would only require modest expenditure and yet would massively benefit the lives of hundreds of thousands of young people and overall benefit the economy as a whole.
2. With the general election just two years away, now is the time for NUS to build a movement to press for a government u-turn.

## **Conference Resolves:**

1. For NUS to launch a 'Bring Back EMA Battle Plan' to include:
2. Organise a Bring Back EMA National Summit in the first term to unite a powerful coalition of students, teachers, lecturers, politicians, trade unionists, campaigners, commentators and others to demand that government bring back EMA;
3. Press MPs to support bringing back EMA through a national lobby of Parliament;
4. Launch a government e-petition with the goal of reaching 100,000 signatures to get a debate in Parliament;
5. Build the movement on every campus by supporting Students' Union and students in organising campus weeks of action and direct action;
6. Organise workshops at NUS training events, led by representatives from the nations to pass on the lessons of how they have successfully campaigned to keep EMA.
7. To continue to defend EMA in the nations and build a campaign for improvements in levels of financial support to students.

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## **Back to the main motion**

<b>Speech Against:</b>	<b>Free (1.5 mins)</b>
<b>Summation:</b>	<b>(1 min)</b>

**Recommendation No:** **603**

**Policy Area:** **Holding landlords and agents to account: Housing standards in private accommodation**  
**Submitted by:** **Welfare Zone Committee, Oxford University, Liverpool Guild**

**Introduction Speech:** **Welfare Zone Committee (1.5 min)**

Standards in student housing have seen vast improvement in recent years, with accreditation, particularly in purpose-built accommodation having played a key role in bringing about this change. However, in many areas, particularly where there is strain on housing supply, standards are still far below what students should be able to expect. This is likely to be exacerbated in areas where Article 4 Directions have been implemented, strangling new supply of shared housing.

Recent research at the University of Birmingham shed light on these problems, with 50 per cent of (largely student) shared households surveyed experiencing problems with mould and condensation. These issues are likely to have a severe impact on health and wellbeing, and therefore students' studies.

In the context of the unequal relationship between landlords and letting agents, student tenants have difficulty in holding landlords and letting agents to account. It is time that students were empowered to demand the quality of accommodation they have a right to expect.

**Conference Believes:**

1. There is limited understanding of how housing can impact on students' health and academic achievement and retention.
2. This is particularly the case for students in further education.
3. Research has suggested that many students live in fuel poverty, but are often not visible in research statistics and are therefore overlooked by policy-makers.
4. Students are often targeted by commercial companies seeking to make profit without regard to student welfare or property standards.
5. The governments in Wales and Scotland have taken steps to improve standards in the private rented sector. Scotland has introduced compulsory landlord registration schemes and eliminated unfair fees and charges by letting agents, and the Welsh government has recently consulted on a mandatory register and code of conduct for both landlords and letting agents.

**Conference Further Believes:**

1. All students have a right to safe, warm, good quality housing which provides a strong foundation for their studies.
2. Accreditation can play an important role in driving up standards and influencing student choice.
3. Letting agents are currently a largely unregulated sector in much of the UK and this has a detrimental impact on housing standards.
4. Benefit cuts combined with the shortfall in social housing supply leave young people, disabled students and those with caring responsibilities increasingly vulnerable in the housing market.
5. In addition to this, the implementation of Article 4 Directions by many local authorities not only limits the supply of affordable rented housing available to students, but may have a detrimental impact on property standards due to decreased competition in some areas.
6. Changes to education funding and rapidly increasing living costs mean that many students feel forced to live at home due to inability to access a decent standard of housing elsewhere.
7. International students are often under increased pressure when looking for a house particularly around guarantor requirements

**Conference Resolves:**

1. To examine issues students face in relation to quality of accommodation, and particularly how this impacts on health, academic attainment and social inclusion.
2. To develop a UK wide, robust evidence base on students' experience of housing, either by undertaking research or by working with other bodies in the housing sector.
3. To support students' unions in ensuring students are well-informed and empowered to make good housing choices and encouraged not to rush into renting.
4. To ensure that housing research is inclusive of FE students and their living situations.
5. To develop an understanding of the scale of the problem of fuel poverty among students.
6. To lobby for students to be included in work undertaken to alleviate fuel poverty.
7. To provide guidance to students' unions on how to deal with commercial companies and websites targeting their students.
8. To work with Shelter on improving housing standards, particularly through the *Evict Rogue Landlords* campaign.
9. To work with organisations such as Centrepoin, Crisis and Shelter to lobby the government on the issue of homelessness and young people's vulnerability in the housing market.
10. To lobby government to commit more resource to local accreditation schemes.

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11. To work with other organisations to lobby government to regulate letting agents so that they are less able to exploit student tenants and provide substandard properties.
12. To lobby the government to increase provision of affordable, good quality housing.
13. To investigate the viability of more innovative types of housing provision, such as co-operative models, as potential solutions to student housing problems.
14. To lobby for the introduction of forced landlord and agency registration.
15. To make information available to unions so they can provide better advice to students on signing contracts.
16. To examine the link between accommodation costs and retention rates
17. To support students' unions lobbying against letting agencies that force students to sign contracts as early as November for the following academic year.

**Amendment No:**

## 603a

**ADD AMENDMENT**

**Submitted by:**

**Northumbria, York College, Sheffield Hallam**

**Speech For:**

**Northumbria (1.5 min)**

**Speech Against:**

**Free (1.5 min)**

**Summation:**

**Sheffield Hallam (1 min)**

### **Conference Believes:**

1. The significant increase in student accommodation costs over the past decade places excess pressure on students, many of whom are living independently for the first time.
2. That many students now pay more in rent than they receive in student loans/grants.
3. That students have increased difficulty in sourcing private accommodation, and are discouraged by high deposits and "administration" fees
4. That students are often dissatisfied with the quality of their private accommodation, slow or non-existent responses to repair requests, and unjustified deposit deductions.
5. Students' Unions may be well positioned to assist students in this area, through the provision of Students' Union Letting Agencies.
6. Conference Believes:
7. Many Students' Unions work independently, or in partnership with institutions and Local Councils to put on specialist housing events, such as Housing Weeks, to equip students with the skills and knowledge to go and rent in the private rented sector.
8. These events are proven to have an excellent impact on the students' experiences; enabling them to become knowledgeable on their rights as tenants and in turn has an impact on the quality of the private rented sector.
9. Whilst many Students' Unions are very good at this and continue to get better there are some Students' Unions who have been unable to get on the map in this area.
10. Training often provided by NUS in this area lacks a quality to assist Students' Unions with little expertise or experience in the area and so benefits more developed Unions whilst others lag behind.
11. Landlords and letting agents should not be allowed to advertise on our campuses unless actively invited.
12. Whilst the Pound in your Pocket research suggested that 84% of FE students aged 16-18 did not pay monthly rent/mortgage and therefore not living in the private rented sector, there is still a sizeable portion of FE students who do live in the PRS (particularly aged over 18) and access to good housing advice can be difficult to find.

### **Conference Resolves:**

1. To mandate the VP Welfare and their zone to investigate the possibility of Students' Union Letting Agencies.
2. For NUS to produce advice and support resources for Students' Unions interested in establishing letting agencies.
3. To continue to work with Unipol Student Homes to provide leadership on student housing issues and provide training to Students' Unions on how they can make an impact on a local level.
4. To provide specialist support, advice and guidance to Students' Unions who lack experience in this area to enable them to launch activity such as Housing Weeks in their own areas.
5. To put focus on linking up areas where there are many different institutions in order to create better results.
6. To support Students' Unions in developing external advertising policies with their institutions that do not allow landlords and agents to advertise to students on campus without the support and permission of the institution and Students' Union.
7. To ensure that a specialist approach to FE is developed on this issue, providing support to FE unions to find out what their members need and how to deliver it.

Amendment No: **603b**

**ADD AMENDMENT**

Submitted by: **UWE**

Speech For: **UWE (1.5 min)**

Speech Against: **Free (1.5 min)**

Summation: **UWE (1 min)**

## Conference Believes:

1. Shelter is a basic human need upon which maintaining good mental health and attaining strong academic performance is built (Maslow's hierarchy of needs).
2. A national 'Rate Your Landlord' campaign will improve the choices that the diverse range of students make in finding the most ideal match and interests for shelter.
3. The national average price of annual rent has increased by 63% from the 2006/07 to 2012/13 academic year (£3,190.37 to £5,224.04), compared with a substantially smaller 25% increase in the basic maintenance loan over the same period (£4,405 to £5,500). Accommodation Costs Survey 2012/13, p. 21.
4. This increase massively exceeds the rate of inflation and "the economic impact on students is compounded by no parallel rises in levels of available financial support." Ibid, p.4.
5. As well as living in on-campus and 'purpose built' accommodation, students also live in privately rented accommodation within many of the local communities across the country.
6. That Universities, Students' Unions, local authorities the Mayoral Office (where applicable) should work in partnership to promote and enable an accreditation scheme of student accommodation for all student landlords to sign up to.
7. Students are charged 'administration/agency fees' when renting a property in a new location, which are often extortionate and can be a figure of approximately £200 per person in some locations.
8. Nationally, over one fifth of students now work more than 20 hours a week to cover living expenses.
9. That more must be done to help students facing extortionate accommodation charges from housing providers, sharp practices surrounding deposits are leading to very lengthy and stressful disputes.
10. Students have insufficient information on the licenses and tenancies with which they engage, and would benefit from further information, advice and guidance on the rights and responsibilities that such agreements create.
11. Students would be empowered by providing an accommodation toolkit that increases their knowledge and equips them with resolution to frequently occurring scenarios.
12. Students are currently made scapegoats for much of the anti-social behaviour in the cities. More should be done to promote and recognise the important role we play in local communities.

## Conference Resolves:

1. To implement a national 'Rate Your Landlord' campaign across all accommodation providers, drawing upon good practice from other Students' Unions.
2. To create an 'accommodation toolkit' to include the following (list by no means exhaustive): A student friendly guide to activities and volunteering opportunities in the area; student rights before, during and after signing tenancy agreements; whether living in university purpose built accommodation is right for you; recognising good landlords to rent with; and dealing with bad landlords.
3. To work in partnership with the relevant local authorities, the Mayoral Office (where applicable) and the universities and other relevant bodies to implement an accreditation scheme covering all student landlords across the country.
4. To better promote opportunities with the volunteering service that deliver positive benefit to the communities in which we live and portray a positive image of students in our cities and towns.
5. To work in partnership with the local authorities, National Government and Higher Education and Further Education institutions to abolish or implement a cap on 'administration/agency fees'.
6. To lobby universities to reduce the cost of, and cap its institution owned accommodation rents, to reduce the financial burden placed on students that impacts upon their wellbeing and academic performance.
7. To lobby universities, landlords in private accommodation and other relevant bodies to reduce the extortionate accommodation charges in student accommodation, reflective of the value of the work.
8. To actively oppose the creation of further overpriced student 'purpose built accommodation' that encourages segregation of students from local communities.
9. To lobby universities to ensure that any future accommodation built on campuses is affordable and takes into account the diverse needs of students. This includes, but is not limited to: Disabled Students, Mature Students and Student Parents.

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## Back to the main motion

Speech Against: **Free (1.5 mins)**

Summation: **(1 min)**



Recommendation No: **604**

Policy Area: **Transparency and fairness in student finance**  
Submitted by: **Welfare Zone Committee, City College Norwich**

Introduction Speech: **Welfare Zone Committee (1.5 min)**

Over recent years, students have been expected to meet increasing costs in all areas of expenditure, without a parallel increase in income. For example, the recent *NUS/Unipol Accommodation Costs Survey* found that between the 2006/07 and 2012/13 academic years, the annual cost of a room in purpose-built student accommodation increased by 63 per cent while the basic level of maintenance loan for an English domiciled student increased by just 25 per cent in the same period.

Students have a right to expect a fair and transparent approach to cost and finance on the part of institutions, in all areas from accommodation, to debt, to catering services. NUS should lobby nationally and support students' unions locally to achieve this to ensure that all students are equipped to make informed financial decisions.

### Conference Believes:

1. With education funding changes, the budgets of many institutions are under review.
2. This year's *NUS/Unipol Accommodation Costs Survey* has shown that institutionally owned accommodation has drastically increased in cost, with the average weekly rent of a room in halls doubling in the last ten years.
3. 55 per cent of bed spaces in purpose-built student accommodation are now ensuite and therefore generally at a higher cost level.
4. The Access to Learning Fund has been subject to consistent cuts in recent years and has seen a total 44 per cent reduction between the 2005-06 and 2012-13 academic years.
5. The Financial Contingency Fund in Wales is currently under review.
6. Students from disadvantaged backgrounds in further education colleges do not currently receive free meals where sixth form students do.

### Conference Further Believes:

1. With changes to education funding, many institutions are increasingly looking to students to finance their services and operations.
2. Students can therefore be subject to unexpectedly high costs in relation to their accommodation, courses of study, extra-curricular activities and catering services.
3. Some institutions also implement unfair and unclear approaches to students who owe money to the institution, particularly with regard to how they recover debt.
4. Some institutions do not advertise financial support adequately and this means that students are often not aware of what is available to them.
5. Institutions play a role in shaping student expectations and influencing choice, particularly in relation to accommodation.
6. In recent years, many institutions have developed predominantly high-end accommodation provision and marketing materials often present more affordable options as undesirable.
7. Emergency financial support such as the Access to Learning Fund in England and the Financial Contingency Fund in Wales provide a vital safety net for students in financial hardship.
8. Emergency financial support is coming under increasing strain due to rising living costs, inadequate statutory support and the choice of many institutions to offer fee waivers as opposed to bursaries.
9. There is a disparity between funding for free lunches within further education, where those in Sixth Form are able to receive free lunches, but students within FE Colleges are not entitled to the same funding.
10. Some studies estimate having a square meal at lunch improves retention and concentration in class by up to 20%.
11. The funding loop hole punishes students who choose a vocational route of study.
12. We must ensure the funding gap is closed to students in FE Colleges.
13. Providing for those from socioeconomically disadvantaged backgrounds is imperative to providing equal access to education.
14. Students should not face a choice between academic education or going hungry.

### Conference Resolves:

1. To provide support to students' unions on how to lobby for a fair and transparent approach to student debt in their institutions.
2. To support the *No Free Lunch?* campaign to equalise access to subsidised meals for students in FE colleges.
3. To lobby the Codes of Standards for purpose-built student accommodation to include rules on responsible marketing to ensure that all information provided to prospective student tenants encourages students to consider their budgets when choosing accommodation.
4. To support students' unions in lobbying their institution to provide a significant proportion of genuinely affordable accommodation within their portfolio.

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5. To provide materials aimed at local authorities relating to the cost of student accommodation to encourage better decision-making in planning decisions where private providers are often encouraged to develop with no restraint on cost level.
6. To lobby government to maintain and expand the provision of emergency financial support, which should be accompanied by adequate statutory support.
7. To lobby Universities UK and the Association of Colleges to set out parameters for how financial support should be advertised by institutions, and to work with organisations such as the National Association of Student Money Advisors to do this.
8. To lobby the government to increase the levels of statutory financial support to reflect the rise in living costs.
9. To further examine the links between student finance, health and mental wellbeing.
10. To ensure NUS lobbies MPs on the meals campaign.
11. To pressure the Government to call an early day or ten minute motion on the issue.
12. To ensure the funding gap is closed to students studying within FE Colleges

**Amendment No:** **604a**  
**ADD AMENDMENT**  
**Submitted by:** **Birmingham Uni, Royal Holloway, UCL, Kent**  
**Speech For:** **Birmingham Uni (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **UCL (1 min)**

## **Conference Believes:**

1. Prices for student accommodation have doubled in ten years: average weekly rent is £123.96 as noted in the Unipol Accommodation Costs Survey – for combined and institution halls, nomination agreements and private providers operating outside institutional links.
2. This is a major factor in students entering low-paid, precarious work and/or taking out large commercial loans.
3. International students are particularly vulnerable within the private rented sector.
4. Often International students may rent properties sight unseen before entering the country which have in some occasions been bogus properties effectively leaving them homeless. There are also big problems in this area with legality and standards upon arrival.
5. Many landlords require a UK based guarantor in order to let a property which leaves International students in difficult positions often being required to pay up large sums of money in advance, sometimes even a whole years rent, before being allowed to rent the property.
6. This can often lead international students to live in private provider built accommodation with very high rent.
7. Some institutions provide guarantor schemes for international students.
8. There are many examples of discrimination against international students where landlords simply do not wish to let to them.

## **Conference Further Believes:**

1. Accommodation quality and cost are as much of an issue as fees, and need to be campaigned on actively.
2. We should minimally be demanding rents which cover the cost of running accommodation but do not make a huge profit.

## **Conference Resolves:**

1. To produce campaign materials and a charter of demands – including that no one should pay over £100 a week, and for outsourced accommodation to be brought back in-house.
2. To encourage CMs and anticuts groups to campaign on housing.
3. To raise broader questions of the cost of private rented accommodation, lack of council housing, access to and level of Housing Benefit and other benefits.
4. To campaign for universities to act as guarantors for international students.

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5. To work with the International Students Campaign to deliver support to international students in the private rented sector.
6. To support Students' Unions in ending discriminatory practises among landlords against international students in their local areas.
7. To call on relevant bodies for better regulation of bogus property renting over the internet.
8. To research into how best to support international students where UK based guarantors are required to rent properties taking into account such schemes that are run by some institutions.
9. To lobby private providers to commit to providing best value service to international students.

**Amendment No:** **604b**

**ADD AMENDMENT**

**Submitted by:** UCL

**Speech For:** UCL (1.5 min)

**Speech Against:** Free (1.5 min)

**Speech For:** Free (1 min)

**Speech Against:** Free (1 min)

**Summation:** UCL (1 min)

## **Conference believes**

1. Rising rents and deteriorating housing conditions is as much of – if not more of – a barrier to access than rising tuition fees. We need to launch an immediate fight on housing.

## **Conference Further Believes:**

1. We need to do more than just say that things are bad. Landlords – including institutions – can only get away with charging extortionate rents because students are not organised.
2. Tenants unions are a potentially hugely powerful force, and could take off very quickly in most cities.
3. We should have no qualms about mobilising non violent direct action against high rents and exploitation.
4. Any student tenants union must have the ultimate aim of creating a union for every tenant –not just for students.

## **Conference resolves**

1. To support the development of regional and city-wide student tenants unions. These unions should be self-organising, democratic and self-sustaining, with regular meetings and branch structures.
2. To work with other unions and organisations to create tenants unions for everyone.
3. To produce campaign materials and a charter of demands – including:
  - abolishing letting agents fees (as has just been won in Scotland);
  - a new deal on housing tax, taxing empty homes and scrapping council tax;
  - the abolition of short lets and introduction of permanent tenancies; and
  - rent controls.
4. To raise broader questions of the cost of private rented accommodation, lack of council housing, access to and level of Housing Benefit and other benefits.
5. To campaign for universities to act as guarantors for international students.

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## **Back to the main motion**

**Speech Against:** Free (1.5 mins)

**Summation:** (1 min)

**Recommendation No:** **605**  
**Policy Area:** Students and community cohesion  
**Submitted by:** Welfare Zone Committee, Liverpool Guild

**Introduction Speech:** Welfare Zone Committee (2 min)  
**Open Contribution:** (2 x 1.5 min)  
**Speech Against:** Free (2 min)  
**Summation:** Welfare Zone Committee (1.5 min)

### **Conference Believes:**

1. Police and Crime Commissioners were recently introduced in England and Wales and these newly elected individuals have vast powers over local crime strategies and the commissioning of services.
2. Turnout for PCC elections was the lowest in peacetime history, ranging from 13 per cent to 20 per cent.
3. Health and wellbeing boards are being introduced into the NHS. These groups will be responsible for commissioning local health services.

### **Conference Further Believes:**

1. It can be challenging for students and students' unions to make the case for local service provision which suits the needs of students, due to the negative perceptions of students which can be prevalent.
2. The introduction of localised police and crime, as well as health commissioning, represents a significant challenge for students, particularly when coinciding with simultaneous budget cuts.
3. Students should have access to a wide range of local services which are appropriate to their needs and the diverse nature of the student community.
4. Students' unions should be equipped to have input into local decision-making processes which have an impact on student welfare.
5. The activities of companies aimed at students can have a detrimental impact on community perceptions of students. This is particularly the case with operators of large-scale events and bar crawls, which are often poorly managed and can be offensively themed.

### **Conference Resolves:**

1. To identify best practice for students' unions and institutions in work around students living off campus, including through participation in residents' associations, community warden schemes and proactive work with the local authority.
2. To provide guidance to students' unions on how to engage with Police and Crime Commissioners and how to ensure that they acknowledge the high rate of crime committed against students.
3. To undertake a review of hate crime reporting systems to establish models of best practice.
4. To monitor the impact of public health reforms and changes to police and crime commissioning.
5. To support students' unions to engage with local authorities and local Healthwatch on issues around student health.
6. To support students' unions in making the case for student representation on local health and wellbeing boards.
7. To support students' unions to work with local authorities to develop codes of conduct for promoters in order to manage the impact of large-scale events.
8. To support students' unions in making the case for their students to have access to appropriate prayer facilities.
9. To support students' unions in making the case for student representation on local health and wellbeing boards, among others.

**Motion No:** **60A**  
**Policy Area:** Council Tax and Part Time Students  
**Submitted by:** Kings College London

**Speech For:** Kings College London (1.5 min)  
**Speech Against:** Free (1.5 min)  
**Summation:** Kings College London (1 min)

## **Conference Believes**

1. Part-Time students must currently pay full council tax, whilst Full-Time Students are exempt if they are living in a residence with other students.
2. That this is an unfair attack on Part-Time students.

## **Conference Resolves**

1. To Campaign for Part-Time students to be exempt from paying council tax.

**Motion No:** **60B**  
**Policy Area:** **Transport: Fair, Safe, Affordable**  
**Submitted by:** **Man Met Uni**

**Speech For:** **Man Met Uni (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Man Met Uni (1 min)**

## **Conference Believes:**

1. Transport costs can be a significant financial burden on commuting students.
2. The cost of travel can restrict students' access to education and University and Union services.
3. Restrictions on the 16-25 railcard unfairly disadvantage mature students in that they are unable to apply for a 3-year railcard.
4. Restrictions on the 16-25 railcard unfairly disadvantage part-time students, who are not eligible to apply.
5. The cost of public transport can be equal to or more than the cost of running a car.
6. Rail fares have risen 54% in the last 10 years, largely due to the above inflation formula used to set ticket prices: the Retail Prices Index (RPI) measure of inflation plus an additional percentage.
7. Bus and coach fares have risen by over 70% in the last 10 years.
8. NUS currently have a Transport policy due to lapse and further work is needed to ensure that the 16-25 railcard does not have any restrictions on peak services or on the purchase of an annual travel card and that National Rail better publicise the fact that the railcard is available to full time students over 26.

## **Conference Further Believes:**

1. Students should be encouraged to use environmentally friendly means of travel.
2. Students with caring responsibilities and access needs can be adversely affected by limited and expensive student car parking spaces on campus.
3. More affordable public transport will reduce the financial burden of transport costs on students, increase job opportunities for students and graduates and will reduce road congestion and CO2 emissions.
4. Inadequate cycle facilities and a lack of on-road cycle training can lead to serious safety concerns for students who cycle to and from University.
5. Students who travel late at night should not have to pay above the daytime rate for late night bus travel. Students should have the option to travel safely at all times of the day and night without having to face a financial penalty.
6. There has been a significant rise in Part-time students attending HE institutions in the last decade, with a trend towards students choosing to live at home and attend local Universities.
7. Universities should be mindful of their demographic and consider lecture times around childcare and other responsibilities that students face when setting timetables.

## **Conference Resolves:**

1. To examine issues commuting students face in relation to travel costs, access to transport and safe travel alternatives.
2. To Lobby National Rail to make the 16-25 railcard available to part-time students and to allow mature students to apply for a 3-year railcard.
3. To continue to lobby National Rail to ensure that the 16-25 railcard does not have any restrictions on peak services and that they better publicise the availability of the 16-25 railcard to full time students over 26.
4. To support Student Unions in ensuring students with caring responsibilities and access needs have access to on campus parking and cheaper parking permits.
5. To support Student Unions to lobby their Universities for flexible lecture times, taking into consideration peak-time travel costs and the needs of students with caring responsibilities.
6. To lobby for changes in the way train ticket prices are set using the Retail Prices Index (RPI) measure of inflation plus an additional percentage.
7. To work with cycle training providers to ensure students have access to affordable and safe on-road cycle training.
8. To support Student Unions in lobbying their local authorities for better, safer cycling facilities.
9. To lobby for a cap on late night bus fares that ensures that they do not rise above the cost of day-time rates.

**Motion No:** **60C**  
**Policy Area:** **Welfare for Trainee Teachers**  
**Submitted by:** **Edge Hill, Canterbury Christ Church**

**Speech For:** **Edge Hill (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Canterbury Christ Church (1 min)**

**Conference Believes:**

1. Students on teacher training placements have a busy, challenging and demanding learning experience. Placements can last a long time and be very difficult to arrange alongside childcare arrangements.
2. Trainees should have experience of a variety of placements so they can gain a more rounded experience of schools.
3. Trainee teachers do not study on the same academic timetable as most students; they work to the school year; this means that they need access to services at different times
4. Universities should accept responsibility and contextualise placement allocation, helping student parents to access placements closer to childcare solutions.
5. Universities should accept the responsibility of accepting parents and carers onto courses and provide childcare support options themselves; or
6. Universities should work with schools to help place students with childcare needs in schools that have facilities for childcare; it is good for all partners in a placement experience to share responsibility for student success in their learning.
7. University should accept responsibility for delivering a wide range of different placements to ensure their students have had the highest level of experience prior to finishing their degree.
8. Trainee teachers have to pay for travel before claiming money back, sometimes for several weeks of placements. This can cause issues for those trainees who have little money and have more important bills to pay before placement travel.
9. Students should receive upfront payment for placement cost or there should be a system in place for those students who cannot wait until the end.
10. Students should receive full reimbursement for the cost of travel to placement.

**Conference Resolves:**

1. NUS should work with national halls providers to extend the use of longer accommodation contracts.
2. Universities need to cater for teacher trainee timetables so services on campus are open e.g. library, computer suites, cafes, support services.

**Motion No:** **60D**  
**Policy Area:** **Sexual Health & Reproductive Rights**  
**Submitted by:** **Kent, Canterbury College, Royal Holloway**

**Speech For:** **Kent (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Canterbury College (1 min)**

## **Conference Believes:**

1. All students, regardless of age, should have access to free, confidential sexual health services suitable to their needs and within a practical distance to travel to.
2. With commissioning for sexual health becoming the responsibility of Local Authorities as of April it is a concerning time for the future of sexual health provision and even more reason why work done on a local level is crucial.
3. All sexual health services and information should be pro-choice and we should fight for the right for students to live and study on our campuses without being lobbied by anti-choice groups which has become an increasing area of concern over the last year.
4. The Government is currently looking at a change in information collected on sexual health services to make it part of overall health records and therefore no longer as confidential as it currently is.
5. Access to sexual health services is particularly full of barriers for students 16-18 in FE where a growing agenda seeks to remove exposure of young people to healthy, open and frank conversations about sexual health.
6. FE students 16-18 have the potential to be a huge collective voice for young people across the UK advocating for an extensive curriculum on SRE (sex and relationships education), fair access to sexual health services and removing the stigma attached to young people seeking to take care of their sexual health.
7. That the fight for reproductive freedoms is crucial.
8. That there are a number of threats to abortion rights:
  - Legislative attacks, with the tacit encouragement of the Conservative leadership;
  - Increased activity by anti-choice groups, particularly street activity targeting abortion clinics;
  - The effect of the progressive dismembering of the NHS on free, public access to abortion.
  - That this includes growing anti-choice activity on campuses.
9. We must also address access to and content of sex and relationships education, childcare, benefits and public services.

## **Conference Resolves:**

1. To continue to lobby for access to sexual health services to be free for all students.
2. To make the case as to why Students' Unions should be being involved in the commissioning process of sexual health services is vital and support making this happen, providing clear information and guidance on what changes to commissioning mean for Students' Unions on a local level that is inclusive of the Nations.
3. To work with the NUS Women's Campaign to support Students' Unions who wish to have pro-choice campuses with how to deal with anti-choice lobby groups invading their spaces.
4. To lobby the Department of Health against any changes that could affect patients confidentially on sexual health and continue to push for reversal of anything that comes into place.
5. To work with youth organisations to make the case for proper SRE on the curriculum and fight against those that seek to take away the rights of young people's access to contraception and other sexual health services.
6. To work extensively with FE colleges to create spaces for students to become a loud, powerful voice on sexual health issues.
7. To endorse the 'XES: We Can't Go Backwards' campaign by Brook and Family Planning Association, and lobby for statutory PSHE in all schools and FE colleges.
8. To support everyone's right to choose whether to have an abortion, without the consent of anyone else, as early as possible, as late as necessary – free and publicly provided.
9. To express solidarity with the Women's Campaign and support their campaigning.



**Motion No:** **60E**  
**Policy Area:** Welfare in the Arts  
**Submitted by:** Guildhall School of Music and Drama, UCA, Uni of the Arts

**Speech For:** Guildhall School of Music and Drama (1.5 min)  
**Speech Against:** Free (1.5 min)  
**Summation:** UCA (1 min)

**Conference Believes:**

1. The context of an arts education means that students are likely to experience high pressure, intense critique and long hours, leading to challenges in their physical and mental health. This has implications for their academic and personal success.
2. Many students on arts courses need support with study skills due to lack of familiarity with academic discipline or a high proportion of students facing disablement.
3. Every student has the right to full, free and easily available welfare support.

**Conference Resolves:**

1. To work with arts institutions and students' unions to present options for better on-site and out-of-hours support for students. This may involve collaboration between institutions and students' union.
2. To work with institutions and students' unions to discuss how better study skills support for all students can be developed.

**Motion No:** **60F**  
**Policy Area:** Drug Policy  
**Submitted by:** Plymouth University

**Speech For:** Plymouth University (1.5 min)  
**Speech Against:** Free (1.5 min)  
**Summation:** Plymouth University (1 min)

**Conference Believes:**

1. Government drug policies are inconsistent of scientific fact and that the system is abused for short term political gain.
2. That the debate on drugs is missing from the NUS agenda.
3. That the NUS policy on drugs should be driven by the wider student movement to maximise the impact of NUS lobbying
4. That Students are only one stakeholders in the drug debate, and that we should align ourselves with other actors who hold similar views
5. That general elections are the best time to frame the views of students and to lobby politicians for a change in policy.
6. That NUS should seek to find out student views by January 2015, to lobby all the major parties for a manifesto pledge reflecting the views of the student community.

**Conference Resolves:**

1. That NUS leadership will seek to poll their membership to find the views of students reflecting current drug policy and how it should be changed
2. The wording of the questions asked will be up for the committee to choose, but they should give clear options on whether the law should: Liberalise UK drug policy, keep the drug policy as it is or enact harsher sanctions
3. Nus policy will be based on the plurality view of the student poll
4. The deadline to have a working policy to lobby political parties will be January 2015, giving NUS and its leadership 5 months to lobby parties for the May 2015 general election.
5. That based on the results of the poll, NUS shall seek to align itself with groups with the same aims

**Motion No:** **60G**  
**Policy Area:** **Lad Culture & Hidden Marks**  
**Submitted by:** **UCLAN, Kings College London**

**Speech For:** **UCLAN (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **UCLAN (1 min)**

**Conference Believes:**

1. There is a growing trend of 'lad culture' within universities which is derogatory to women.
2. NUS has recently commissioned research into the effects of lad culture on female students as part of the 'Everyday Sexism Project'; lad culture is regarded a "horrific normalisation of sexist attitudes and sexual pressure" towards women, as a demonstration of masculinity.
3. This lad culture has become prevalent in the entertainment and promotional industry which is so closely connected to student life.

**Conference Further Believes:**

1. That Universities have a responsibility to ensure that all students, regardless of gender, feel safe and not segregated in both social and academic situations.
2. That club nights produced by Universities in partnership with external companies are free from discrimination and do not normalise sexual harassment (Note NUS' Hidden Marks survey).
3. That Universities should put their female students' rights before the simple aim of making profit.

**Conference resolves**

1. To expand zero tolerance as a campaign nationwide across the higher education sector. In reference to expansion, conference will demand that Universities and their Student Union's work together to research and regulate external entertainment companies' behaviour that they have a partnership with.
2. To ensure that all universities enforce a zero tolerance approach on campus. Women's officers in student unions should be aware of the existence of this policy, and implement it.
3. To make sure that all external entertainment companies go through a regulatory process before becoming affiliated with either a University or a Student Union. The process will involve making sure that the company in question is non-discriminative towards women and that their promotional material does not promote lad culture. Companies will also make sure that the events that they promote will be a safe space for women, therefore abiding by zero tolerance as a campaign.

**Motion No:** **60H**  
**Policy Area:** Integration between home and international students  
**Submitted by:** Liverpool Guild

**Speech For:** Liverpool Guild (1.5 min)  
**Speech Against:** Free (1.5 min)  
**Summation:** Liverpool Guild (1 min)

**Conference Believes:**

1. University environment encourages International students to group together, often leading to a cultural divide on campus.
2. That problem will only increase as the number of international students increase
3. This limits the interaction time of the student in English, affecting their studies and employability

**Conference Resolves:**

1. NUS should commission research into initiatives promoting better integration between international students and home students at other higher education institutions around the country.
2. Following this research, NUS should support Student Unions' to facilitate more integration amongst different groups and societies
3. That NUS lobby universities to increase English Language support to international students

**Motion No:** **601**

**Policy Area:** **Mental Health Awareness and Challenging Discrimination**

**Submitted by:** **UWE, Kent, Keele**

**Speech For:** **UWE (1.5 min)**

**Speech Against:** **Free (1.5 min)**

**Summation:** **Kent (1 min)**

**Conference Believes:**

1. Policy on mental health is due to lapse.
2. Mental health has become an increasingly growing concern among the student population.
3. It is reported that 1 in 4 people will suffer from a mental health condition in their life time.
4. Between 2007 and 2011 suicides by male students in full-time higher education grew by 36%, while female student suicides almost doubled.
5. NUS Scotland has carried out extensive work on mental health, notably the 'Silently Stressed' research and 'Breaking the Silence' report in 2010 and 2011, respectively.
6. The NUS Disabled Students' Campaign has also carried out a lot of work in mental health in the last year.
7. One in four adults and one in ten children suffer a Mental Health issue.
8. Severe cuts are being made to psychiatric and mental health recovery services up and down the country.
9. Financial and housing concerns places additional pressures on students and this has been linked to a potential rise in MH issues/stress related illnesses.
10. That businesses could be doing more to address the issues and pressures students and community member's face in the current environment.
11. NUS Scotland has run a student orientated Mental Health project called Think Positive, which has led to some very informative and successful research into the area, including Silently Stressed (2010) and Breaking the Silence (2011).
12. There needs to be a national campaign for Mental Health training to be implemented at all Higher Education and Further Education Institutions across the country.
13. Undertaking of this training by staff will mean they will be able to better differentiate between varying student welfare demands as well as having a clearer understanding of how mental health conditions can impact upon students, their studies and the relationship of staff and students with each other.
14. This brings numerous benefits to the student experience, because if universities are better trained in Mental Health awareness, then they will be able to better meet the needs of struggling students.
15. Administration of this training to all university and student union staff will increase their knowledge of policies and procedures that are in place to help staff understand boundaries, safe-working practices and communicating clearly with students suffering mental health difficulties.
16. That this training will be informative and helpful, as well improving staff confidence in supporting struggling students.
17. That the University of the West of England, in the partnership with the Students' Union has been working to implement such training and seriously challenge Mental Health discrimination within the student and staff population, which has included both parties signing the Time To Change pledge to end Mental Health Discrimination.
18. More can be done to promote Mental Health awareness and anti-stigma campaigns at the level of the National Union of Students (NUS).
19. Stigma surrounding Mental Health and active Mental Health Discrimination is beginning to decrease.
20. Although stigma is decreasing, more still proactive campaigning needs to be done to ensure a continuing positive decrease.
21. The existence of campaigns like Time To Change is very important to challenging Mental Health discrimination in general, but also specifically in the workplace and in education institutions.
22. That liberation groups are at particular high risk of experiencing Mental Health issues and also the discrimination that goes with it.
23. There is the existence of 'fit to sit' policies surrounding exams.
24. This conference believes that some companies actively discriminate against people with mental health issues.
25. 'Fit to Sit' is a system that for assessments that prohibits the submission of extenuating (or mitigating) circumstances if a student has attended their exam, or submitted their assignment. This is because the student is deemed to have declared themselves 'Fit to Sit' that assessment.
26. A growing number of institutions are introducing, or considering introducing, such policies to replace the traditional post-assessment extenuating (or mitigating) circumstances procedure.
27. The consequences of 'Fit to Sit' policies include students sitting assessments when they are unwell (physically or mentally) or missing assessments in order to be eligible to submit extenuating (or mitigating) circumstances, which may then not be accepted by the institution.
28. Students with reasonable, and potentially acceptable, extenuating circumstances, may not submit a claim, despite having evidence, believing they have no choice other than to go ahead with the assessment, unable to cope with the uncertainty of whether their claim would be accepted.
29. Institutions say that 'Fit to Sit' policies reduces red tape and 'game playing' and means that less extenuating (or mitigating) circumstances are submitted (including a reduction of 'fake' claims). In turn this reduces administration costs for the institution.

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## Conference Further Believes:

1. Given the climate of stress faced by students; academic pressures, financial hardship, concern on graduate debt & employment, a change of environment and a total shift of support networks – students are in a far more vulnerable position to suffer from a mental health issue.
2. In a climate of mass cuts to budgets of Colleges and Universities we cannot assume key wellbeing services are safe from cuts.
3. Institutions and Students' Unions have a responsibility to work in partnership on mental health.
4. Work carried out on mental health must take a pragmatic shift from just running awareness campaigns to winning adequate service provision on our campuses to help those in need, and a serious commitment from a cross section of institutions to recognise and tackle mental health.
5. Whilst activities like 'mental health weeks' can be a useful tool for success, we shouldn't minimise the issue into a week of action as a way to tick a box of tackling the issue. We must discover the next platform for mental health.
6. 'Fit to Sit' policies are unfair on students and put students in positions that may have a detrimental effect on their assessments and wellbeing.
7. Students should not have to choose between sitting an assessment, and submitting extenuating (or mitigating) circumstances.
8. Not all students are able to accurately assess their own fitness to sit an exam or submit an assessment.
9. Many students will 'solider on' and are reluctant to miss an exam or a deadline. Some students believe this shows dedication to their degree.
10. Institutions should not put reducing costs and red tape ahead of students' rights and the fairness of assessments.

## Conference Resolves:

1. To ensure that any training or workshops given on mental health give explicit tangible outcomes that can be won on campuses.
2. That the autonomy of the NUS Disabled Students Campaign on this issue is vital and to ensure leadership is derived as such.
3. To work with organisations such as Mind and Mental Wealth UK to increase NUS' presence on work in mental health taking us from the side lines to the forefront.
4. To continue to promote the effectiveness of peer mentoring schemes on campuses and make the case for the positive effect it can have on wellbeing.
5. To lobby all Higher Education and Further Education institutions up and down the country to introduce and send staff on Mental Health Awareness Training to better understand how they can support students facing difficulties and know where the boundaries are.
6. To recognise the positive work that has been done by NUS Scotland and commission similar research to take place in England, Wales and Northern Ireland.
7. To actively declare its support for The Time to Change Campaign and work with them to promote the auditing of educational institutions and businesses on Mental Health awareness practices.
8. To raise awareness of how Mental Health affects individuals from liberation groups and to work with these groups to implement targeted campaigns that address the issues they face.
9. To lobby the government to U-turn on its planned cuts to welfare services and Mental Health wards.
10. To lobby the government to review the Mental Health Act 2007 to provide more protection for individuals committed to wards.
11. To continue to lobby to reduce public stigma surrounding Mental Health Discrimination and build upon the work started through the Mental Health Discrimination Bill.
12. To reduce and dispel the stigmas surrounding individuals with mental health issues and ensure they are not discriminated against in the workplace.
13. To call for 'fit to sit' policies and any similar practices to be abolished by educational institutions and review its provisions and practices for students affect by Mental Health issues.
14. To lobby universities to include relevant information on extenuating/mitigating circumstances to help students get through their studies and not slip through the net.
15. To lobby universities to actively oppose companies which display discrimination to students and individuals affected by mental health issues and to work with them to improve their practices.
16. That 'Fit to Sit' is unfit for purpose.
17. To support Students' Unions in their work against such policies by providing evidence of the impact of their introduction.
18. To provide Students' Unions with resources to campaign against the introduction of 'Fit to Sit' at their institutions.
19. To lobby Universities UK on this issue. To persuade their members to not introduce, or to abolish current, 'Fit to Sit' policies.
20. To support Students' Unions in any campaigns to revoke current and/or implemented 'Fit to Sit' policies.

### Policy Recommendations

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**Recommendation No:** **701**

**Policy Area:** Gender Balancing

**Submitted by:** Democratic Procedures Committee, Dudley College, Birmingham and South City College, Mid Kent College, Worcester College, Black Students Committee

**Introduction Speech:** Democratic Procedures Committee (1.5 min)

**Conference Believes:**

1. Over 50% of students are women yet discrimination and oppression in society often means that women students are underrepresented at all levels of the student movement from Students' Union Executive Teams to NUS National Conference floor.
2. Tackling this under-representation is vital to ensuring that the views and needs of women students are taken seriously by NUS.
3. Ensuring that at least 50% of NUS National Conference floor is made up of women students is the key next step to ensuring fair representation of women within the student movement.
4. A number of respondents bemoan the relative lack of women elected to Zone Committees and there is a clear consensus in support of gender balancing them.
5. There is a groundswell of support for taking steps to gender balance the NEC
6. There is a groundswell of support for gender balancing amongst delegations.

**Conference Resolves:**

1. To achieve gender balancing on each committee; add at the end of 801c "and when the block is counted the RO will cause, if sufficient candidates have stood, at least 50% of the places (rounded down) to be allocated to women"
2. Delete rule 104 and replace with "Each of the five zones shall elect one member of the National Executive Council, and in the event that the previously elected Vice President is not a woman this position shall be reserved for a woman"
3. Insert at end of rule 105 "save that said procedure will ensure that at least one of the members of the National Executive Council is a woman"
4. Delete rule 103 and replace with "The fifteen individual members shall be elected in a block STV ballot at National Conference, at least five of whom must be members designated as further education members and at least seven of which must be women, counted in accordance with regulations set from time to time by the Chief Returning Officer"
5. Delete rule 670
6. Insert rule 333 "All delegations to National Conference must include at least 50% women, rounded down. Where a union is only entitled to send one delegate and this not delegate is not a woman, the union's free observer place must be taken by a woman"

**Amendment No:** **701a**

**DELETES CR4, CR5 and CR6**

**Submitted by:** Northumbria

**Speech For:** Northumbria (1.5 min)

**Speech Against:** Democratic Procedures Committee (1.5 min)

**Speech For:** Free (1 min)

**Speech Against:** Free (1 min)

**Summation:** Northumbria (1 min)

**Conference Resolves:**

1. To reject many of the gender balancing proposals

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**Back to the main motion**

**Speech Against:** Free (1.5 min)

**Speech For:** Free (1.5 min)

**Speech Against:** Free (1.5 min)

**Summation:** (1 min)

**Recommendation No:** **702**  
**Policy Area:** **Zones**  
**Submitted by:** **Democratic Procedures Committee**

**Introduction Speech:** **Democratic Procedures Committee (1.5 min)**

### **Conference Believes:**

1. Zones were introduced to make interaction with NUS easier; to improve involvement and accountability of Full Time Officers; and to improve policy developing, allowing less formal involvement and research to feature in the development process.
2. In the rules review most respondents were broadly positive about the role of Zones, recognizing that whilst there could be some cross over between roles of respective Zones, having different areas with different Vice Presidents and committees has made it easier to interact with NUS and has ensured that NUS covers a broad span of work each year.
3. However a number of incremental changes were suggested that are of consensus.

### **Conference Further Believes:**

7. Many other responses suggested that Zone Committees could be expanded to involve more people.
8. Many regard the title "Society & Citizenship" as off putting or confusing.
9. That whilst Zone committees are charged with developing policy for their Zone throughout the year, they are not consistently consulting with members and stakeholders, or obtaining or commissioning research pertaining to their zone.
10. Many respondents debate the costs and logistics of Zone Conferences- some arguing that they should be cheaper to improve participation, some arguing that NUS' money should be spent on campaigning rather than subsidizing participation.
11. That more can be done to give the National Executive Council influence over the work of the NUS Charity

### **Conference Resolves:**

1. That the size of each Zone Committee be expanded; to amend rule 801c from "Five individual members elected by and at the Zone Conference" to "Eight individual members elected by and at the Zone Conference"
2. That the National President be mandated to review the content of, definition of and responsibilities of each Zone.
3. That the DPC work with an National Executive Council special committee to drive up research, consultation and digital engagement in the formative Policy Development process, setting out standards or guidelines which it expects to be met by each Zone. This should include methods for appropriately engaging with Nations.
4. That the National Executive Council should consider carefully the extent to which it intends to subsidise participation in Zone Conferences when setting the NUS Estimates for approval by National Conference.
5. Insert rule 177 "The Vice President Union Development, will annually present a Charitable Services remit and activity statement is developed that describes work that has been suggested to be carried out by the Charity under article 9.17 and in pursuit of NUS' aims that is being funded by NUSUK by donation"
6. Insert rule 704 "A Charitable Services remit and activity statement will be presented and developed annually describes work that has been suggested to be carried out by the Charity by the National Executive Council under article 9.17 and in pursuit of NUS' aims that is being funded by NUSUK by donation"
7. That whilst the Charity is legally independent, the Vice President Union Development should act as Chair of the Charity and this should be reflected in its Governing Document.

**Amendment No:** **702a**  
**DELETE ALL AND REPLACE**

**Submitted by:** **Royal Holloway, Gateshead, LSE**  
**Speech For:** **Royal Holloway (1.5 min)**  
**Speech Against:** **Democratic Procedures Committee (1.5 min)**  
**Speech For:** **Free (1 min)**  
**Speech Against:** **Free (1 min)**  
**Summation:** **Gateshead (1 min)**

### **Conference Believes**

1. Zone Conferences are smaller and less representative than National Conference. Hardly any non-sabbatical officers actually go to them, and not all unions can afford to send delegates.
2. Zone Committees are a good idea. However, given how unrepresentative Zone Conferences are, it is inappropriate that they should elect NEC members.

### **Conference Resolves**

1. To abolish Zone Conferences



# National Conference | Welfare 600

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*Note that as this amendment is not framed as a change to the rules, if passed the DPC will be mandated to come to Conference 2014 with a proposed change to the rules that would effect this from 2014-15 onwards*

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**Back to the main motion**

**Speech Against:**           **Free (1.5 mins)**

**Summation:**               **Proposer of last successful amendment (1 min)**

## Recommendation No: **703**

**Policy Area:** The size, structure of the National Executive Council and Trustee Board  
**Submitted by:** Democratic Procedures Committee

**Introduction Speech:** Democratic Procedures Committee (1.5 min)

### Conference Believes:

1. In the last Governance review, NUS successfully adopted a “balance of power” model in its central Governance arrangements, creating a National Executive Council to be the political leadership of NUS and a Trustee Board to hold legal and financial responsibility, with each body having powers over the other.
2. This has improved political leadership, scrutiny and performance of NUS as a whole

### Conference Further Believes:

1. There are widespread views and some misunderstanding surrounding the Block of Fifteen on the executive.
2. That whilst the split in role between the National Executive Council and Trustee Board has worked well, there needs to be more focus on the interaction between the two bodies. This includes the cycle of business, reporting backwards and forwards and training for individuals.
3. The current method for electing Student Trustees maximizes participation in the election by delegates at Conference, but a number of respondents suggested that the way in which the student Trustee elections are treated should change to improve the quality of candidates and scrutiny of them by delegates.
4. The current rules allow for (non-voting) membership of the National Executive Council for nationally recognised student organisations. These provisions have never been fully enacted. There is some debate about how and when these provisions will be enacted to recognise and involve national faith, profession or political groups.

### Conference Resolves:

1. Insert new rule 164 and renumber as appropriate: “Each member of the Block of 15 will be allocated a principal scrutiny duty relating to a Zone of the National Union”
2. That a special committee of the National Executive Council is formed to review support for and communication around the National Executive Council Block of 15. This should include the appropriateness of current budgeting and expenses arrangements.
3. That a small committee of one Student Officer trustee, one Student trustee and one Block member is formed to review the communication relationship between the National Executive Council and Trustee Board.
4. The CRO should consider changes to the election of Student Trustees to improve quality and scrutiny of candidates.
5. The DPC should develop regulations for the operation of Organisations in association to be presented to the NEC.
6. The National Executive Council clerks should review National Executive Council communications arrangements to improve transparency before, during and after meetings. The DPC should take steps to better promote National Ballots.
7. Insert the following rules: Insert Rule 169 “Group Committees, which shall be established and dissolved by the National Executive Council, shall be responsible coordinating matters of concern across NUS and those bodies established under Article 9.17
8. Insert Rule 170 “The membership shall be determined in terms of reference approved by the NEC, save that at least a third will be drawn from the National Executive Council”
9. Insert Rule 171 “There shall be the following permanently established Group Committees:
  - Communications
  - Ethical and Environmental”
10. Renumber subsequent rules as appropriate

## Amendment No: **703a**

### ADD AMENDMENT

**Submitted by:** Royal Holloway, Gateshead, LSE

**Speech For:** Royal Holloway (1.5 min)  
**Speech Against:** Democratic Procedures Committee (1.5 min)  
**Speech For:** Free (1 min)  
**Speech Against:** Free (1 min)  
**Summation:** Gateshead (1 min)

### Conference Resolves

1. To restore campaigns and travel budgets for part-time NEC members.
2. To expand the Block of 15 to a Block of 20, with the same proportionate quotas for FE and Women, and to scrap Zone seats on the NEC.

*Note that as this amendment is not framed as a change to the rules, if passed the DPC will be mandated to come to Conference 2014 with a proposed change to the rules that would effect this from 2014-15 onwards*

## Amendment No: **703b**

### ADD AMENDMENT

Submitted by: UCL

Speech For: UCL (1.5 min)  
Speech Against: Democratic Procedures Committee (1.5 min)  
Speech For: Free (1 min)  
Speech Against: Free (1 min)  
Summation: UCL (1 min)

#### Conference Believes:

1. There are a number of unelected non-members on the Trustee Board. No other major union would tolerate this situation

#### Conference Further Believes:

1. External trustees can give valuable expertise. However, there is absolutely no good reason why unelected non students should be allowed to vote.

#### Conference Resolves

1. To alter the Rules so that unelected non-students cannot vote at Trustee Board.

*Note that as this amendment is not framed as a change to the rules, if passed the DPC will be mandated to come to Conference 2014 with a proposed change to the rules that would effect this from 2014-15 onwards*

## Amendment No: **703c**

### ADD AMENDMENT

Submitted by: **Mature and Part Time Student Committee**

Speech For: **Mature and Part Time Student Committee (1.5 min)**  
Speech Against: **Free (1.5 min)**  
Summation: **Mature and Part Time Student Committee (1 min)**

#### Conference Believes:

1. Currently the block of 15 and committees hold officers (full and part time) to account.
2. There is currently no way to remove a member of the NEC, if they are not fulfilling their roll, apart from a national ballot of extraordinary national conference.
3. By having no way of removing an officer from the NEC, if they are not attending meetings (NEC or committee) it makes accountability impossible.
4. If officers do not complete their role then areas of the movement are unrepresented.

#### Conference Further Believes:

1. All NUS officers should be able to be held to account for their actions.
2. No Officer should be able to miss meetings and not fulfil their remit and have no action taken against them.
3. All students should have representation if they require it.

#### Conference Resolves:

1. For DPC to return at next national conference with suggestions to put fail safes in place so NEC members have to be held to account and if they are not fulfilling their role, then there are consequences for their actions.

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#### Back to the main motion

Speech Against: **Free (1.5 mins)**  
Summation: **Proposer of last successful amendment (1 min)**

Recommendation No: **704**

Policy Area: **The size, structure and rules governing of NUS Conference**

Submitted by: **Democratic Procedures Committee**

Introduction Speech: **Democratic Procedures Committee (1.5 min)**

## Conference Believes:

1. There is widespread support for both the idea of and practice of NUS National Conference
2. Its size and role in summative policy making is celebrated by most respondents
3. The size and length of NUS national Conference is determined by the budget set by the national executive council and National Conference- if it was to get bigger or longer something else would have to be cut
4. However there is clear concern surrounding the use of time at National Conference that we can work on
5. The delegate entitlement to National Conference is proposed by the DPC in response to the budget allocation proposed by the national executive council to National Conference.
6. Any delegate can currently challenge the proposed delegate entitlement as part of that approval process. As such changes to delegate entitlements per se and the budget allocated to Conference already have a process and do not require rule changes.

## Conference Further Believes:

1. An analysis of the use of Conference time reveals that the key “time thief” from debating time is the time spent on procedural motions, the parts procedure and delegates asking for “standing orders to be suspended” to make a statement.
2. The last of these has been discovered to be beyond the powers of National Conference (rule 104.1) and thus will not be allowed in the future. As a result time should be allocated on the order paper for statements to allow people to have their say without disrupting the flow of Conference.
3. If we want a large Conference we have to accept that we need to balance the size and efficiency of the event with the need to restrict an individual’s opportunity to slow or disrupt it, however well intentioned.
4. Too many motions are presented in the “Final Proposals” document in relation to the amount of time allocated for the event.
5. As a result the question arises as to which motions or Zones should be allocated the most time, and how.
6. Often the debates about multiple challenges to the guillotine end up using more time than is being proposed a Zone is extended by.
7. That whilst the AGM is effective in “basketing” internally focused motions, it is poor at doing its job of scrutinizing reports, finances and appointments.
8. Many contributors discuss the extent to which Conference is accessible.
9. The DPC has worked hard in recent years to take on board feedback about accessibility but there is always further to go. Under Article 61.2 it already has a clear duty to carry out its work in such a way as to secure accessibility for delegates; it reports on the steps it has taken to secure feedback to this end and act on it each year at rule 505.

## Conference Resolves:

1. To introduce rule or regulation changes that raise the bar on procedural and parts matters.
2. Add rule 362c (Types of Conference Business) “Statements from delegates and observers”
3. To ask DPC to develop regulations for the allocation of statements to delegates
4. Change rule 381 from “All procedural motions will require the support of 100 delegates before being discussed” to “All procedural motions will require the support of a third of delegates present before being discussed”
5. Change wording in rule 369 from “if it then has the support of 100 delegates” to “if it then has the support of a third of delegates present”
6. To develop new parts procedures that ensure that proposals to discuss motions in parts have wide support from delegates before being discussed
7. To review the definition of Part Time Student in use by the DPC when calculating delegate entitlement.
8. Revise rule 369 to read “An objection to the Guillotine will be moved formally; if it then has the support of a third of delegates on the floor, there will be one speech in favour of the objection and one speech against the objection. The objection will be sustained if it receives the support of a two-thirds majority of the National Conference and will result in the addition of 30 minutes of Conference time. The Guillotine may only be objected to once in any session. Objections to the falling of the Guillotine shall not allow any subsequent zone policy debate to be reduced to below 30 minutes”
9. DPC will not publish those ordinary motions which it does not believe there will be the time to discuss
10. To restrict the number of ordinary motions that can be submitted by a CM by amending rule 407 to read “All constituent members and the National Executive Council may submit up to 1,000 words of policy motions under no more than 3 titles, or amendments, into the National Conference by a deadline set annually by the Democratic Procedures Committee”
11. To reduce the number of Policy Recommendation motions that the Zones can submit by amending rule 397b “Policy Recommendations about which it has consulted with students and students’ unions to a maximum of 1,500 words under a maximum of three headings”

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12. Insert at end of 412 "If at the close of the submission deadline the DPC believe that Zone Policy Recommendations are not a matter of broad consensus it may at its sole discretion move these proposals to the Ordinary Motions section of that Zone"
13. That a formative NUS Group "strategy and scrutiny" event be established in February to allow for closer formative scrutiny of NUS Estimates and Strategy. This should include the attendance of proposed lay trustees.
14. Add rule 358h "A report on the activity of any bodies established under Article 9.17"

**Amendment No:** **704a**  
**REMOVES CR4, CR5, CR8, CR9, CR10, CR11**  
**Submitted by:** **Dudley College, Birmingham and South City College, Mid Kent College, Worcester College**

**Speech For:** **Dudley College (1.5 min)**  
**Speech Against:** **Democratic Procedures Committee (1.5 min)**  
**Speech For:** **Free (1 min)**  
**Speech Against:** **Democratic Procedures Committee (1 min)**  
**Summation:** **Birmingham and South City College (1 min)**

## **Conference Believes:**

1. Black, LGBT and Disabled students also suffering underrepresented within the student movement. Exploring ways of increasing the numbers of Black, LGBT and Disabled students at NUS National Conference must be a priority.

## **Conference Further Believes:**

1. The DPC should not be allowed to censure policies submitted to NUS National Conference by Students' Unions and NUS Liberation Campaigns as is proposed. The proposal that the DPC should have the power to unilaterally rule out motions submitted by Students' Unions and the NUS Liberation Campaigns if approved would severely damage the democracy of NUS. The proposed rule change gives DPC the power to rule out ordinary motions at will, with no procedures for challenging this. There is a serious danger that this could lead to controversial issues that need to be discussed and voted on from being pushed off the agenda of NUS entirely by a small group of people, without consultation with the wider membership of NUS.
2. It is totally unnecessary for DPC to be given excessive power to rule out ordinary motions submitted by Students' Union and NUS Liberation Campaigns at will, given that the current system of policy proposals and motions that are not discussed at NUS National Conference because of lack of time, are instead debated and voted on at the NUS NEC following National Conference works adequately.
3. The proposal to limit the number of topics that Students' Unions and Liberation Campaigns can submit policy to National Conference on is excessive and will damage debate at conference. The current arrangement of Students' Unions being able to submit 1,400 words amending whatever they choose from the Zone proposals and any additional ordinary motion they choose is a better system than the proposed rule change of only 1,000 words, limited to 3 topics.
4. There are 6 zones of debate at NUS conference (Priority, Further Education, Higher Education, Welfare, Society and Citizenship & Union Development) and all of these are of vitally important. There is no good reason why Students' Unions and Liberation Campaigns should only be allowed to submit motions and amendments on 3 topics when there are 6 Zones and many issues to discuss within each zone.
5. Students' Unions might want to submit policy on range of issues for example education funding, stopping course and departmental closures, defending welfare services on campus, greening SUs, voter registration, anti-racism, prevent, liberation and equality, climate change, student housing, EMA, living wage and so on. Reducing this to just 3 topics will mean vital issues will be excluded from the agenda of conference.

## **Conference Resolves:**

1. Preserve the right of Students' Unions and NUS Liberation Campaigns to contribute to all zones of NUS, work by retaining 1,400 word limit and allowing them to decide how many topics to submit policy on.
2. Set up a working group to explore ways of increasing numbers of Black, LGBT and Disabled students attending NUS National Conferences in the future. This working group must include representation from all of the NUS Liberation Campaigns.

**Amendment No:** **704b**  
**ADD AMENDMENT**  
**Submitted by:** **Black Students Committee, Dudley College, Birmingham and South City College, Mid Kent College, Worcester College**

**Speech For:** **Black Students Committee (1.5 min)**  
**Speech Against:** **Democratic Procedures Committee (1.5 min)**  
**Speech For:** **Free (1 min)**  
**Speech Against:** **Free (1 min)**  
**Summation:** **Birmingham and South City College (1 min)**

# National Conference | Welfare 600

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## Conference Believes:

1. The NUS National Conference is the sovereign decision making body of the NUS and its democracy must be extended not reduced if NUS is to maximise its potential of being at the forefront of the movement to represent and defend our 7 million members.
2. The reduction in the size of NUS National Conference in recent years – by cuts to the delegate entitlement - has been a cause of great concern. It has made National Conference less diverse, less representative and less democratic.
3. It is not true that for NUS National Conference to be bigger would require something else to be cut. Making a few changes to the organisation of National Conference would save enough money to restore and increase the number of delegates to previous levels. For example, using cheaper venues such as Sheffield University Students' Union which has a sufficient conferencing facilities instead of the much more expensive Sheffield City Hall would save tens of thousands of pounds. Making such savings may also make it possible to extend the length of conference so that there is more time to discuss motions.

## Conference Resolves

1. To mandate the DPC to increase the size of conference by restoring the delegate entitlements to 2009 levels

*DPC Note: Because a return of entitlements to 2009 levels would require a change to the core constitution that would change the weighting of Part Time Students from 0.6 to 0.1, it could not come into effect without a formal change. Therefore if passed DPC will bring forward a proposal to Conference 2014 that would require ratification at a subsequent company law meeting.*

**Amendment No:** **704c**  
**ADD AMENDMENT**  
**Submitted by:** **UCL, LSE, UCA, Royal Holloway, BSC, Dudley College, Birmingham South and City College, Mid Kent College**

**Speech For:** **UCL (1.5 min)**  
**Speech Against:** **Democratic Procedures Committee (1.5 min)**  
**Speech For:** **Free (1 min)**  
**Speech Against:** **Free (1 min)**  
**Summation:** **Dudley College (1 min)**

## Conference Believes:

1. That NUS democracy has been progressively whittled down.
2. That we need to reverse this if NUS is going to be an effective campaigning organisation.

## Conference Resolves:

1. To establish policy to
  - Extend national conference by a day;
  - Establish a second national, two day conference in winter
2. To explore actively and in good faith finding efficiencies that would fund another day of National Conference for 2014, for better democracy and better accessibility

*DPC Note: Note that as the line on winter conference is not framed as a change to the rules, if passed the DPC will be mandated to come to Conference 2014 with a proposed change to the rules that would effect this from 2014-15 onwards*

*In relation to an extra day of Conference, because no challenge to the estimates was received authorising additional spend on Conference, adding a day of Conference would be dependent upon making enough efficiency savings and so the mandate would be on DPC to explore this.*

**Amendment No:** **704d**  
**DELETES CR 10-13**  
**Submitted by:** **UCL, LSE, UCA**

**Speech For:** **UCL (1.5 min)**  
**Speech Against:** **Democratic Procedures Committee (1.5 min)**  
**Speech For:** **Free (1 min)**  
**Speech Against:** **Free (1 min)**  
**Summation:** **LSE (1 min)**

## Conference Believes:

1. At present, Zones have the power to submit proposals ahead of Unions. These proposals are often the only thing that conference gets to debate in zones.

## Conference Further Believes:

1. The Zone proposal priority system was a nice idea but hasn't practically worked
2. Member unions should have the right to raise policy questions inside NUS's structures.
3. Without this, we are not really a democracy.
4. Simply not publishing motions is not an answer to anything.
5. The problem isn't that unions have too many opinions on too many things; it's that conference is too short.

## Conference Resolves:

1. To remove the power of Zones to place its recommendations at the top of the agenda, and to make Zones have the same submission entitlements as Constituent Members.

Amendment No: **704e**  
**DELETES CR1, CR4, CR5, CR9**  
Submitted by: **UCL**

Speech For: **UCL (1.5 min)**  
Speech Against: **Democratic Procedures Committee (1.5 min)**  
Speech For: **Free (1 min)**  
Speech Against: **Free (1 min)**  
Summation: **UCL (1 min)**

## Conference Believes:

1. NUS National Conference has far more procedural democracy in it – the ability to challenge the chair and to rearrange the agenda – than most trade union congresses. This is a good thing.
2. The chairs of National Conference are appointed by the President, and are almost always political allies of the President.

## Conference Further Believes:

1. Democracy is sometimes messy and frustrating, but it is better than having a conference where the Chair and President have all the power.
2. Raising the bar on procedural motions to one third of delegates would make it almost impossible for most delegates ever to raise a procedural motion.
3. Some Zones are more controversial than others in some years; delegates should get to decide that. Conference

## Conference Resolves:

1. To change the requirement of 100 delegates to hear a procedural motion to "one fifth of those present".
2. To insert rules so that the Chairs of National Conference are elected by and within the NEC by a proportional Single Transferable Vote election, and then allocated to Zones and sessions by the National President

*Note that as this amendment is not framed as a change to the rules, if passed the DPC will be mandated to come to Conference 2014 with a proposed change to the rules that would effect this from 2014-15 onwards*

Amendment No: **704f**  
**ADD AMENDMENT**  
Submitted by: **UCL**

Speech For: **UCL (1.5 min)**  
Speech Against: **DPC (1.5 min)**  
Speech For: **Free (1 min)**  
Speech Against: **Free (1 min)**  
Summation: **UCL (1 min)**

## Conference Further Believes:

1. Direct membership elections is a more democratic and legitimate way of electing most officers.
2. We may be some time away from being able to deliver this, but that doesn't mean we shouldn't work towards it.

## Conference Resolves

1. To commit in principle to the idea of direct One Member One Vote elections for President, Vice Presidents and Block, and to work towards developing the necessary infrastructure.

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**Back to the main motion**

Speech Against: **Free (1.5 mins)**

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**Summation:** Proposer of last successful amendment (1 min)

**Recommendation No:** **705**

**Policy Area:** The Future of London

**Submitted by:** Democratic Procedures Committee

**Introduction Speech:** Democratic Procedures Committee (1.5 min)

**Conference Believes:**

1. A number of mandates exist relating to the creation of bespoke NUS structures and services for unions in London.
2. In part these respond to the existence of wider political structures of concern to students.
3. In addition this year a review is taking place of ULU.

**Conference Further Believes:**

1. Being able to influence the agenda of the Mayor of London (MoL) should be central to whatever is proposed
2. There should be advice and support available to allow Unions to engage with and influence their local councils in a more strategic way
3. There should be one annual encounter to set high level strategic direction for work
4. We should seek to capture a wide range of student voices whether through focus groups, market research or polling
5. Important to cover key issues such as travel, housing, policing, recycling, and employment that the MoL/GLA has control over
6. We should also seek to influence and recognise areas that the MoL can assert themselves such as young people's education and skills, emergency planning and a desire to have greater influence over schools.
7. There should be a focus on the 'London Student Community/Communities' and how reflect students as citizens of London
8. It should exist inside NUS structures but should retain the ability to separately influence the MoL on London specific issues that might not impact on others in the UK in the same way
9. It should focus on influencing MoL elections
10. It should be able to influence the MoL from the perspective of students who are women, black students, international students, students in FE and the structure should ensure that we can capture the voices of students in these and other categories
11. Any infrastructure put in place needs to be able to measure its impact on:
  - Influencing the Mayor of London's agenda
  - Securing a better London for students
  - Shaping the political parties manifesto's and public debate around Greater London Authority (GLA)/Mayoral Elections

**Conference Resolves:**

1. To consult on the creation of a structure in London to capture, synthesise and amplify the voices of London students to the regional authority to include:
  - An Annual Assembly of students' unions
  - MoL Student Question Time
  - London Wide Student Panel and Focus Groups
  - Research Hub
  - Figure Head
  - London Sabb "Meet your Neighbours" events
2. To ensure that this is as flexible as possible and brought to the National Executive Council for approval within rules 2000 "NUS Areas"

**Amendment No:** **705a**

**ADD AMENDMENT**

**Submitted by:** Kings College London

**Speech For:** Kings College London (1.5 min)

**Speech Against:** Democratic Procedures Committee (1.5 min)

**Summation:** Kings College London (1 min)

**Conference Believes:**

1. The University of London's funding review into the University of London Union (ULU), expected to report in May.
2. That neither Student Unions nor Students should not be disadvantaged by the outcome of that report.

**Conference Resolves:**

1. To lobby the University of London not to cut ULU
2. If ULU is cut to ensure that there is no net-loss of provision to students.



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3. To lobby the University of London to ensure that any cut in funding is directed to the 18 member Student Unions.

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**Back to the main motion**

**Speech Against:** Free (1.5 mins)

**Summation:** Proposer of last successful amendment (1 min)

# National Conference | Welfare 600

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**Recommendation No:** **706**  
**Policy Area:** Student Sections  
**Submitted by:** Democratic Procedures Committee

**Introduction Speech:** Democratic Procedures Committee (1.5 min)

**Conference Believes:**

1. Too often National Conference does not discuss matters of importance to student sections
2. As they are not liberation campaigns it is critical that these issues are presented for adoption to National Conference in good time

**Conference Resolves:**

1. Sections conferences will be timed to fall before National Conference
2. Save for the International Students' Officer, conferences should elect their National Executive Council members and the committees should be elected at a scheduled training event in the autumn, bringing Sections closer to Zones.
3. Amend rule 911 to read "There shall be two Conferences annually for each of the Student Sections, one of which shall elect the Committee and the other of which will resolve matters of concern to that section of students, and in the case of International Students will elect the International Students Officer"
4. Amend 912 to read "The Conference shall be open to that section's students and those student officers with responsibility for concerns of those students, save that only that section's students shall be eligible for participation as voting delegates to the conference"
5. Insert 917b "Student officers from CMs with responsibility for concerns of those students"
6. Sections committees should be able to co-opt a willing students' union staff member to support their work if they would like to.
7. Change 914 "decide" to "approve"
8. Insert rule 927 "The committee shall also co-opt up to two students' union staff members or lay members with expertise"

**Amendment No:** **706a**  
**ADD AND DELETE CR2, CR3, CR8**  
**Submitted by:** International Students Committee

**Speech For:** International Students Committee (1.5 min)  
**Speech Against:** Democratic Procedures Committee (1.5 min)  
**Summation:** International Students Committee (1 min)

**Conference Believes**

1. That international students do face systematic discrimination because of xenophobia and a growing anti-immigration sentiment in the UK should be noted as an important concern for NUS
2. That resource be put into sections conferences and training days to bring them in line with other NUS events such as zones and summer training
3. That the International Students Campaign should be considered more as a zone within NUS' structure
4. The committee may also co-opt up to two students' union staff members or lay members with expertise

**Conference Resolves**

1. Amend 901 to read "The work of each section, except for the International Students Campaign, shall come directly under the remit of and control of the Convenor of a Zone, which shall be allocated by the President. Each student section shall report regularly to its Zone, except for the International Students Campaign which will report to National Conference. The student section shall have the right to report directly to National Conference, as required in these rules and as required by resolution of its own committee and conference.
2. If NUS Scotland, UCMU/Wales or NUS-USI elect an International Students Officer for that nation- those officers will be full members of the committee and the sole representative of international students for that nation."
3. To achieve gender balancing on each committee; To insert 928 "When the committee elections are counted for the International Students Committee the RO will cause, if sufficient candidates have stood, at least 50% of the places (rounded down) to be allocated to women

**Amendment No:** **706b**  
**ADD AMENDMENT**  
**Submitted by:** Edinburgh College

**Speech For:** Edinburgh College (1.5 min)  
**Speech Against:** Democratic Procedures Committee (1.5 min)

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**Summation:** Edinburgh College (1 min)

**Conference Believes:**

1. Part time students deserve representation equal to full time students
2. A disproportional amount of part time students self-define as liberation group members

**Conference Further Believes:**

1. If we are to be truly 'a national union' we must give equal weighting to part time students as full time students
2. Liberation groups face too many challenges as it is, without being disadvantaged by NUS rules

**Conference Resolves:**

1. To delete '0.6 of' in rule 36.2
2. NEC to produce a report on how to get more part time students to national events including National Conference.

*DPC Note: The Democratic Procedures Committee's (DPC's) recommendation on delegate entitlement (contained within the DPC Report, CDxx) assumes that part time students are counted as 0.6 of a full time student as per the NUS Rules. However this amendment, if passed, would cause us to have to count Part Time students as a full time student, ie at 1 rather than 0.6. As this would be a change to the Articles of NUS, it would also require ratification at a Company Law Meeting, normally held within National Conference 2014, before becoming effective. For your reference, and to help inform debate: If this proposal does pass and receive ratification, with all other factors remaining equal, for conference to remain within budget and at a similar size we have calculated that the delegate entitlement would need to reduce from the current 1 per 3500 FTE to 1 per 4400 FTE.*

**Amendment No:** **706c**

**ADD AMENDMENT**

**Submitted by:** Newcastle Uni

**Speech For:** Newcastle Uni (1.5 min)

**Speech Against:** Free (1.5 min)

**Summation:** Newcastle Uni (1 min)

**Conference Believes:**

1. The Equality Act 2010 makes it illegal to treat someone less favourably because they are a Student Carer.
2. Student carers and parents are different types of students and have separate needs and requirements, therefore these should be separate positions to reflect these differences.
3. It is hard for an Officer to present both groups effectively due to their different needs and carers should be recognised as separate from student carers, not as an afterthought by Students' Union and Universities.
4. The term 'student carer' encompasses a huge spectrum of people who face different challenges and often have not chosen to be in the situation. Therefore student carers should not be 'tackled together' as one homogenous group.
5. Work and campaigning has been done by the NUS Women's campaign but this issue affects many students and should be dealt with by the national organisation.

**Conference Resolves:**

For NUS to support representation in Students' Unions for student carers and parents, including creating a network of student reps, and provide training for these carer representatives.

For NUS to continue lobbying Universities to record whether a student has caring responsibilities at registration and share this data with their Students' Union.

To separate representation within NUS for student carers and student parents and consider the following options:

- a. A Student Carers Conference
  - b. Separate NEC representation for student carers and parents
  - c. Create separate NUS Officer positions for student parents and student carers
1. To lobby Universities to develop and implement specific policies for Student Carers that promote equality in all activities and provide a work, learning and teaching environment that is free from discrimination and unfair treatment towards Student Carers.

*Note that as this amendment is not framed as a change to the rules, if passed the DPC will be mandated to come to Conference 2014 with a proposed change to the rules that would effect this from 2014-15 onwards*

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**Back to the main motion**

**Speech Against:** Free (1.5 mins)

**Summation:** (1 min)

**Recommendation No:** **707**  
**Policy Area:** NUS Group inter-relationships and ownership  
**Submitted by:** Democratic Procedures Committee

**Introduction Speech:** Democratic Procedures Committee (1.5 min)  
**Speech Against:** Free (1.5 min)  
**Summation:** Democratic Procedures Committee (1.5 min)

#### Conference Believes:

1. That there have been great strides forward in NUS' overall corporate governance structure in recent years
2. These have included forming an NUS Group, merger with AMSU a new arm's length charity and closer collaboration with NUS Services

#### Conference Further Believes

1. That the NUS strategy, accounts and budgets usually receive little detailed scrutiny during the AGM of this conference
2. That we can do more to ensure that all parts of the NUS group involve and support our members
3. Because power in NUSSL is based on shares owned, some unions have disproportionate amounts of power in proportion to their purchasing or commercial activity

#### Conference Resolves

1. To pursue changes inside NUSSL, moving towards a fairer distribution of power amongst unions;
2. To pursue changes to the NUS Group Structure to align and devolve decision making closer to participants in activity;
3. To pursue a group Strategy and Scrutiny event in February to allow a detailed formative examination of budgets and strategic plans

**Recommendation No:** **708**  
**Policy Area:** Motions and Legal Risk  
**Submitted by:** Democratic Procedures Committee

**Introduction Speech:** Democratic Procedures Committee (1.5 min)  
**Speech Against:** Free (1.5 min)  
**Summation:** Democratic Procedures Committee (1.5 min)

#### Conference Believes

1. That some legal risk is attached to the publication, debate and resolution of motions mentioning individuals and companies
2. Students should be free in our structures to debate issues and DPC and its delegated bodies must protect this
3. We also have a duty to protect NUS from legal challenge
4. National Conference Rule 389 contains reference to a Card Vote, which no longer exists

#### Conference Resolves

1. To require in regulations surrounding motion submission that any motion submitted to a democratic body that that
  - a. Makes a judgment about or includes a view on an individual, or
  - b. Makes a judgment about or includes a view on an external organization or company
  - c. includes robust evidence, contains verifiable quotes and is not defamatory.
2. If in the view of the DPC any text breaches this requirement in the first instance it will work with the submitter to reword the motion to meet the requirement
3. In the event that agreement cannot be reached the DPC will reserve the right to rule the text out of order in line with rule 414
4. Any body with powers devolved to it by the DPC is required to operate procedures to this end
5. To continue to explore the way in which legal protections may be developed for NUS and students' unions to allow free debate on matters of common concerns without fear of or reducing legal risk
6. To delete the words "card vote" from rule 389

**Motion No:** **70A**  
**Policy Area:** Black Quota as well as a Women's Quota  
**Submitted by:** Birkbeck

**Speech For:** Birkbeck (1.5 min)  
**Speech Against:** Free (1.5 min)  
**Speech For:** Free (1 min)

# National Conference | Welfare 600

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**Speech Against:** Free (1 min)  
**Summation:** Birkbeck (1 min)

## Conference Believes:

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

## Council Further Believes

1. There is a policy motion before the Conference for a Women’s Quota, however the approaches to apply this quota are timid and we propose a 50% quota across the board in NUS.
2. This set-up does not see men’s voices drowned and the adoption of a Black Quota would not see white voices sidelined. It will, though, see all of our representatives working together, sharing a diversity of experiences and knowledge and making better representation of all our members.
3. To require that each formal Committee of the NEC reserves at least one place on it for a Black member to fill and that
4. To require that the scheme of membership of the Council has at least 20% Black voting members, by adding to the Rules as follows:

## Conference Resolves to amend the rules as follows:

1. In the National Conference Rules, require delegations of more than two to reserve one place for Black students; delegation of more than four will have two reserved Black places and delegations of seven or more shall have 25% Black reserved places.
2. In the NEC Rules, add that of the whole membership of the NEC at least 20% of the places shall be reserved for Black students and that the National Conference and Black Students Conference is generally empowered to elect additional Black members to fill vacant Black reserved seats.
3. In the Zone Rules, one place shall be reserved for Black students on the Zone Committee and the CRO shall cause this to happen at each annual election.
4. That for the Women’s Quota, that same shall be applied as for the Black quota, save that 50% of the NEC and Zone Committees shall be reserved for women and the CRO shall cause this to happen.

*Note that as this amendment is not framed as a change to the rules, if passed the DPC will be mandated to come to Conference 2014 with a proposed change to the rules that would effect this from 2014-15 onwards*

**Motion No:** **70B**  
**Policy Area:** **NUS to recognise that 14-16 students are under represented in FE**  
**Submitted by:** **City College Norwich**  
**Speech For:** **City College Norwich (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **City College Norwich (1 min)**

## Conference Believes:

1. It is currently illegal for unions to represent anyone under the age of 16.
2. There is an increasing amount of 14-16 students, studying in Further Education institutions.
3. 14-16 Students, despite being within FE are not recognised or represented by NUS.
4. This would require a change in the law.
5. Every individual in education within HE or FE institutions deserves the right to representation by NUS.
6. NUS should campaign to lower the age cap to 14, for students who study within FE colleges.
7. The national movement should lobby MPs to have an amendment placed on the necessary law.
8. Many 14-16 students are underrepresented at an often vulnerable time in life.

## Conference Resolves:

1. To ensure it is national policy to lower the age gap for students who are 14-16 within FE colleges.
2. To lobby and pressure MPs to change the law to accommodate these learners.
3. NUS must champion the needs of all learners.

**Motion No:** **70C**  
**Policy Area:** **Affiliation Fees**  
**Submitted by:** **Edinburgh University, Abertay**

**Speech For:** **Edinburgh University (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Abertay (1 min)**

**Conference Believes:**

1. That fully funded, independent and student-led unions are not a nice addition to an education institution, but a fundamental part to securing a well-rounded education.
2. That many students' unions which are not properly funded or independent achieve amazing things every day, but that with greater support they could achieve even more.
3. That securing independent students' unions requires both legal and financial change, but also a shift in culture.
4. That while students' associations can have remarkable success with the scarcest of resources, unions can do be more independent if they have more resources at their disposal.
5. That NUS Affiliation fees are calculated with an equation using the size of a union's block grant and the number of different types of students they have: FE, UG, PG; full time, part time.
6. That there is a maximum cap on affiliation fees which means that larger richer unions often pay a smaller proportion of their block grant than unions with fewer resources.
7. That other forms of income that larger unions have access to are not taken into consideration whatsoever.
8. That it was a scandal when it was discovered that multi-millionaire Warren Buffet paid a lower rate of income tax than his secretary.

**Conference Further Believes:**

1. That while there is disagreement on conference floor as to how education should be funded, there is a consensus that – whether through fees, graduate tax or income tax – those with the most money should pay a higher proportion than those with the least.
2. That richer unions should pay a higher proportion of their income in affiliation fees than those with fewer resources.
3. That when NUS is underfunded in particular area the effects are felt most by unions with less money: higher conference fees, no travel expenses etc

**Conference Resolves:**

1. That NUS should campaign, and support students' unions to campaign, on the public value of students' unions, including but not limited to: opportunities, community work, and activism.
2. That NUS should campaign for legally enforceable autonomy and adequate funding for all students' unions in the UK.
3. To mandate the Vice President Union Development and Union Development Zone Committee to investigate a fairer affiliation fee structure which is truly progressive, and to submit a proposal to National Conference 2014.

**Motion No:** **70D**  
**Policy Area:** **Using NUSSL Muscle to benefit individuals**  
**Submitted by:** **Sheffield University**

**Speech For:** **Sheffield University (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Sheffield University (1 min)**

**Conference Believes:**

1. That as the purchasing body for all member unions, NUSSL represents one of the largest and therefore most powerful buying consortiums in the UK.
2. Work of the Welfare Zone in recent years has identified a significant number of Hidden Course Costs for members such as books, as well as everyday costs such as utilities.
3. Many Students' Unions are experiencing a fall in revenue from staple services such as bars and events as student trends change and have identified a need to diversify their income streams.

**Conference Further Believes:**

1. That the NUS Extra card provides a welcome and high valuable revenue stream for small and specialist Unions, but the discounts offered to students are primarily on 'luxury' goods rather than essential purchases.
2. That the money saved by NUSSL provides a strong incentive for many Students' Unions to remain in the NUS, but this is not a benefit that strongly translates to our Union members.

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## Conference Resolves:

1. For the VP Union Development to work with the VP Welfare to identify Hidden Course Costs for which NUSSL could be leveraging collective power to deliver discounts to members.
2. For NUS to develop work with Martyn Lewis/MoneySavingExpert to create an 'energy club' and similar initiatives for members living in private accommodation to jointly purchase utilities to leverage collective buying power to deliver strong discounts to students.
3. For the NUS to develop a strategy based on collective power to enable member Unions to move away from a reliance on entertainments revenue to student-focussed services such as utilities, healthcare and study resources

**Motion No:**

## 70E

**Policy Area:**

**Issue Led Campaigning**

**Submitted by:**

**Plymouth University**

**Speech For:**

**Plymouth University (1.5 min)**

**Speech Against:**

**Free (1.5 min)**

**Summation:**

**Plymouth University (1 min)**

## Conference Believes:

1. As a member led organisation, NUS' campaigning priorities are determined by the membership.
2. When campaigning on these issues, it is not effective for its campaign plans and tactics to be developed and dictated by large numbers of its members.
3. NUS has a dedicated campaign team who are employed to determine the best course of action for achieving results across all NUS' campaigns.
4. National Conference 2012 narrowly passed a policy calling for a national demonstration without a clearly defined focus on the issues the student movement would be demonstrating against.
5. The National Demonstration dominated NUS events as the NUS leadership sought to achieve a clear message and the necessary buy-in from Sabbatical Officers and Students' Unions, and the demonstration held in November 2012 attracted roughly 6,000 students, compared to 50,000 in 2010, alienating many students and Students' Unions.
6. The National Demonstration is a clear example of where the NUS Campaigns Team was severely constrained by policy passed by National Conference that focussed on tactics instead of issues.

## Conference Resolves:

1. Insert rule 415 and renumber as appropriate "Regulations for the submission of motions will require that tactics and strategies to achieve beliefs and policy goals be omitted from motions"
2. If NUS deems a National Demonstration to be a viable course of action NUS will seek the views of Students' Unions to determine whether the action should be pursued.
3. Insert rule 185 and renumber as appropriate "Any decision to call a National Demonstration in pursuit of a belief or policy goal shall require the NEC to have carried out as consultation exercise with students' unions"

**Motion No:**

## 70F

**Policy Area:**

**Represent Apprentices**

**Submitted by:**

**City College Norwich**

**Speech For:**

**City College Norwich (1.5 min)**

**Speech Against:**

**Free (1.5 min)**

**Summation:**

**City College Norwich (1 min)**

## Conference Believes:

1. Apprentices within private or directly funded training providers, have no voice within the student movement.
2. Although Unite, Unison and other Unions accept apprentices as members, it is difficult to fund membership on the poverty wages they receive.
3. From a FoI request in Norfolk some 64% of apprentices cannot be represented by Students' Unions.
4. If we assume 64% an accurate figure to be applied nationally, as many as 500,000 apprentices are not represented by NUS.
5. Every individual in education deserves the right to representation by NUS.
6. Traditional Students' Unions cannot represent apprentices accredited through private or directly funded training providers.
7. The creation of regional elected representatives could provide the apprentices with the voice they need.
8. With a cross party backing on increasing apprenticeship funding, NUS must increase it's efforts to represent this section of students.

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## Conference Believes:

1. For NUS to back the creation of a regional representative system for apprentices studying within private and directly funded training providers.
2. To ensure as many students as possible are effectively represented.
3. NUS must champion the needs of all learners.

**Motion No:** **70G**  
**Policy Area:** **Strengthening Delegate Elections**  
**Submitted by:** **Newcastle University**

**Speech For:** **Newcastle University (1.5 min)**  
**Speech Against:** **Free (1.5 min)**  
**Summation:** **Newcastle University (1 min)**

## Conference Believes:

1. NUS requires all Students' Unions in Higher Education to hold a cross-campus election for their delegates to NUS National Conference.
2. Apart from National Conference, NUS runs a series of Conferences for various groups including Postgraduates and LGBT students. Each Union can send delegates to these conferences.
3. In January 2011, not enough candidates stood for the delegate positions, so a by-election for the remaining places had to be held in February 2011.
4. In January 2012, the delegate election saw 6 candidates stand for the 5 places. Around 140 votes were cast for the candidates.
5. In November 2012, the delegation election saw 12 candidates stand, and 1128 votes were cast in the election. This was an increase in voter turnout of 774%.
6. For NUS to stay in touch with ordinary students, NUS elections must be well publicised and contested.
7. NUS delegate elections can be treated by many other Unions as an unimportant afterthought, and are under-publicised and under-contested, with low voter turnout. In the past, NUSU has been in this position.
8. As a result, NUS delegate elections can tend to be dominated by Sabbatical Officers or highly involved students.
9. NUS National Conference is a unique institution and students are unlikely to have come across anything quite like it before. Delegate elections are not something many students are aware of or understand. Consequently, most students think these positions are not for them.
10. Lack of fair, open and well-run elections will cause delegations to be unrepresentative of the makeup of a Students' Union's campus.

## Conference Resolves:

1. NUS Delegate elections should be considered of equal importance in Students' Unions to Sabbatical Officer positions.
2. NUS should provide more assistance to help Students' Unions run effective delegate elections, including providing additional funding and training for delegates.
3. NUS should target this assistance on Students' Unions with the lowest turnouts for delegate elections, and on Students' Unions that persistently send unrepresentative delegations to National Conference.
4. NUS should crack-down on HE Students' Unions that don't elect their delegates properly.



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