



# NATIONAL CONFERENCE n u s 2013

Policy Lapse

Circulate to delegates to NUS National Conference

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

# CD9

## Key information

### Purpose of this document

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

At the National Conference 2013 any policy passed at Annual Conference 2010 will lapse unless conference wants to keep it as policy.

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

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

#### Policy Checklist

- |  |                          |
|--|--------------------------|
| I have read the policy that is lapsing this year at National Conference                          | <input type="checkbox"/> |
| I have identified any policies which I wish to keep  | <input type="checkbox"/> |
| I will let DPC know of my objections to policy lapsing before 12 Noon on the 2 <sup>nd</sup> day | <input type="checkbox"/> |

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

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

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

All the above can be contacted at:

- NUS, 4<sup>th</sup> Floor, 184-192 Drummond Street, London, NW1 3HP  
Telephone: 0845 521 0262

## Further Education Zone

### 201: Learner Voice

#### Conference resolves

1. To lobby the government to amend legislation around learner involvement to reflect the new national funding and planning bodies
2. To campaign to ensure that learner involvement strategies are adopted by the Skills Funding Agency, the Young People's Learning Agency, local authorities, the National Apprenticeship Service, and Regional Development Agencies
3. To lobby the above agencies for a guaranteed NUS place on their respective governing boards
4. To campaign for consistency of approach
  - a. towards education issues in local youth
  - b. parliaments, and to encourage local youth
  - c. parliaments to establish education
  - d. sub-committees made up of elected student representatives from all FE providers in the local authority boundaries
5. To lobby local authorities to develop and adopt learner involvement strategies in consultation with learners
6. To lobby local authorities to sign up to a pledge committing to the development of a Learner Involvement Strategy having consulted with learners
7. To distribute a guide on learner involvement for local authorities, including text on how they might implement this pledge, and an explanation of the learner voice agenda
8. To facilitate and develop 'Local Authority Learner Forums', made up of representatives from all local providers, to develop local authority learner involvement strategies, and with whom the local authority can consult on 16-19 education and training provision

### 202: Students as co-producers

#### Conference Believes

1. That there is an important link between students, providers and employers, but colleges should not prioritise feedback from employers over feedback from learners
2. Within the Machinery of Government changes of April 2010, it will become increasingly unclear where students can submit complaints for independent investigation about fairness of assessment, programme quality and value for money.

#### Conference resolves

1. That the FE Zone actively supports the notion of students as "co-producers" and not "customers" of their education.
2. That NUS should work alongside teaching unions to achieve the best possible learning experience for students.
3. To oppose providers' use of student observers to monitor teaching standards, and instead to promote the effective use of class reps systems.
4. To lobby colleges to include learners in the recruitment process for teaching staff, and allow learners to sit on recruitment panels for such staff.
5. To actively support students' unions in campaigning for financial breakdown of course and associated course costs from their providers and equip officers with the tools to constructively challenge their institutions
6. That the FE Zone continues to advocate an independent complaints body for further education, similar to the

Office of Independent Adjudicator which exists for higher education students.

7. To ensure that the employer voice is not heard above and beyond the learner voice

### 203: Great Teaching and Learning

#### Conference resolves

1. To work with the Institute for Learning (IfL) to ensure that students have a role in the formation of teaching standards
2. To work with IfL to ensure technology competencies form a significant part of teachers' CPD
3. To investigate the plausibility of involving learners in the design of teaching qualifications such as the PGCE PCE
4. To carry out research into students' views on the ideal teacher, particularly in relation to the deployment of technology in further education
5. To work with Becta to ensure that their drive to transform learning through effective and innovative use of technology includes robust learner involvement practices
6. To actively endorse the use of Virtual Learning Environments in FE teaching and learning and to build on relationships with organizations such as BlackBoard in developing VLE mobile technology
7. NUS will work with teaching unions in the fight to improve pay and conditions for FE teaching staff, particularly for parity and equality with teachers in schools and sixth forms
8. NUS will support the industrial action of college teaching staff on a case-by-case basis
9. To provide support to students' unions in colleges facing industrial action, and to work with the Union Development Zone and relevant trade union partners to produce a joint briefing for students' unions in such institutions
11. To produce a Learning Audit toolkit to enable students' unions to carry out an audit of the college learning environment, paying particular attention to quality of classrooms, equipment and study space.

### 204: Equality and Diversity

#### Conference Believes

1. Some colleges are responding to this new inspection requirement with a "tokenistic" approach to meeting the Ofsted criteria
2. Colleges should take a more holistic approach towards promoting equality and diversity values within their institutions and to their students, therefore equipping students to embrace and advocate such values in wider society
3. That a sound knowledge of equality and diversity issues better equips students for future employment, and this is particularly important for those students on "programme-led" apprenticeships who do not get much experience of the workplace whilst on their course
4. That equality and diversity education is covered in the Key Skills curriculum, but this only applies to full time students
5. That part-time students should also receive education on equality and diversity

#### Conference resolves

1. To lobby the government to review the levels of education on Equality & Diversity happening in colleges

2. To gather case studies from colleges being inspected under the new Ofsted Common Inspection Framework
3. To empower students' unions and students to challenge their colleges where a greater focus on Equality & Diversity is required, and therefore to influence and take ownership of their learning
4. That the FE Zone should work with the NUS Liberation campaigns to improve education around E&D in colleges
5. To engage with FBFE (Faith and Beliefs in FE) and other groups to lobby for a more relevant curriculum on social, moral, spiritual and cultural (SMSC) education as a key element of, particularly vocational, programmes
6. To work with LSIS in ensuring that providers are fully equipped to deliver this curriculum and ensure that delivery is relevant to the local community
7. To campaign for students on more academic programmes to receive this as part of key skills provision
8. To work with the sector to ensure that part time students get access to SMSC
9. To actively promote SMSC education for part time students through course content

## 205: Education Maintenance Allowance (EMA)

### Conference Believes

1. That EMA has proven to be an essential maintenance allowance, rather than merely an incentive to study.
2. That when the education and training leaving age rises to 18 in 2015, there will be need for additional and more flexible forms of maintenance support to accommodate larger take-up of various forms of learning
3. That young people should not feel pressurized into employment in order to fund their way through FE
4. That the overall national budget for Learner Support Funds is too small
5. That the overall national EMA budget of £540m should be increased, and never reduced
6. That supporting and enabling the poorer students from our communities to access FE should always be a priority

### Conference Resolves

1. To reinforce the case for EMA as an essential maintenance grant for 16-18 year olds
2. To defend the £10 and £20 rates of EMA as an essential maintenance subsidy for those students who do not qualify for the full amount
3. To support an increase in the amount of students eligible for EMA, and a review into bonuses
4. To campaign for a differentiation of entitlement if you have more than one dependent in your household
5. To campaign for an increase in the money available for Learner Support Funds

## 206: HE in FE

### Conference Believes

1. That all students should expect an excellent experience regardless of where their courses are delivered
2. Too often higher education institutions and their partner colleges do not have adequate communication or systems to ensure that students have access to IAG services and other activities
3. Students' unions (in FE and HE) have an important role to play to ensure effective representation of HE in FE students

### Conference Resolves

1. To disseminate the results of the National Student Survey relating to HE in FE

2. To draw together examples of good practice in student written submissions for Integrated Quality Enhancement Reviews (IQER)
3. To work with the HE Zone and the Union Development Zone to ensure that HE in FE students' concerns are addressed and the quality of their student experience is continually maintained and improved
4. To work with NUS HE Zone to produce a framework for designing a service level agreement between Higher Education Institutions and their partner college.
5. To work in partnership with NUS HE Zone to provide a quality range of support for Students' Unions taking part in IQER, to ensure they are well equipped, supported and prepared

## 207: Capital

### Conference Believes

1. Many colleges spent their reserves on rebuild schemes, believing that they would be reimbursed through the Building Colleges for the Future scheme funded by the LSC
2. That colleges will be forced to make cuts in provision due to the shortfall incurred as a result of spending on rebuild projects which now cannot be completed
3. That the out-of-date buildings which aren't replaced will have a negative effect on the learning experience of students
4. That course and campus closures will have a negative effect on local economies and communities

### Conference Resolves

1. To produce a briefing for student governors in effected colleges on tackling at governing body level the fallout from the capital crisis
2. To ensure that student governors are equipped to identify at governing body level cuts in provision, financial deficit and financial recovery
3. To support individual students' unions in the fight against campus closures
4. To investigate the effects of capital budget cuts on the standard of equipment in FE providers
5. To use the findings of Learning Audits as evidence to lobby for an increase to the national capital budget
6. To lobby for a commitment from the Secretary of State for Business, Innovation & Skills to put robust measures in place to prevent course and campus closure

## 208: Information, Advice and Guidance

### Conference Believes:

1. That economic recovery depends on young people and adults engaging in the type of education suitable to their circumstances and preferences, just as much as economic skills need.
2. Young people and adults deserve IAG which is impartial and not destination-target driven
3. Support for parents should be welcomed but this should not be attached to an individual provider, i.e. cannot come from the school
4. IAG plays an important role in tackling the number of young people not in employment, education or training as good IAG makes you less likely to drop out.
5. A succinct and joined up IAG service for adults has been lacking even before the recession

6. That Business should have a greater responsibility to contribute to the IAG of young people and adults

## Conference Resolves:

1. To mandate the FE Zone to write to the Minister for Further Education outlining why NUS believes investment in IAG for adults should not be cut
2. To campaign for greater clarity over the national launch of the Adult Advancement and Careers Service
3. For NUS FE Zone to produce its own IAG
4. Guarantee for young people, highlighting the responsibility of providers, local authority services and business ahead of the DCSF one to make clear the student perspective on what IAG should look like
5. That the NUS IAG Guarantee is distributed to DCSF, Young Peoples Learning Agency, Local Government Association, Confederation of British Industry, Federation of Small Businesses and other representative groups
6. To ensure that IAG advice for parents remains independent of any FE or HE institution
7. To support the DCSF IAG strategy and to ensure student representation of relevant focus groups and taskforces highlighted within the document.

## 209: Investment in Adult Education

### Conference Believes:

1. That participation in work related learning should be co-funded by employers so government can place greater prioritization on skills enabling people to get on the employment ladder.
2. Criteria for a college deemed to be "high performing" under the "earned autonomy" initiative must be able to demonstrate a high standard of learner involvement
3. That participation in Informal learning is always described as "important" but opportunities are still being cut.
4. From April 2010 the Skills Funding Agency (SFA) will take control of all adult provision in England outside Higher Education.
5. The SFA will facilitate a demand-led system for funding adult learning to ensure that every adult has chance to enter education, employment and/or training.
6. The SFA will oversee the Adult Advancement Careers Service (AACCS) which will be demand-led by customers and employers with a targeted approach for those NEET and an activist approach to deliver the skills that employers and individuals need now and for the future, supporting skills development in areas of strategic importance to the economy.
7. This is worrying that the SFA will be demand-led for individuals using the service but have to support the development in areas of strategic importance for the economy.
8. This could potentially result in individuals being forced to choose a course or job that meets the interest of the economy and employer not of the individual.

### Conference Resolves:

1. NUS should continue to call for greater investment in Skills for Life provision, ensuring that courses such as ESOL and basic skills don't become casualties of cuts
2. That, through the CALL campaign, ensure that informal adult learning opportunities do not hit the most vulnerable in our communities.
3. The FE Zone continues to advocate for fully funded level 3 qualifications for over 25s

4. To campaign to ensure that support for over 25 apprentices such as access to basic skills provision is not put at risk by the 10% reduction in funding rates
5. That NUS should produce guidance for Education Officers and Student Governors on further education funding streams.
6. NUS to work with the SFA and AACCS to ensure that the customer's needs will still be met regardless of the strategic importance of the economy
7. NUS to, through the CALL campaign, ensure that adults continue to have a voice about what they want to learn.

## 214: 16-19 Provision

### Conference further believes:

1. That the Government are contradicting themselves when they say that the student has the right to choose their learning and the funding will follow them because they have also stated that the Local Authorities will make this decision and funding is given on the basis of the institutions not where the student lives.
2. The Local Authorities will be consulting for the Children and Young People's Plan which must also take account of their local regional strategy for economic development.
3. The Local Authorities have to make delivering services and provision for vulnerable young people a priority at the heart of the commissioning process.
4. Local Authorities also have the responsibility of ensuring that local provision matches the needs of local learners.

### Conference resolves:

1. NUS to ask the Government for clarity on how the funding will be allocated and why
2. NUS to lobby the Government to continue to prioritise vulnerable young people's needs.

## 212: Apprentices: Practice what you preach

### Conference Believes:

1. The NUS FE Zone campaigns regularly to improve rights for apprentices
2. Apprentices are an important asset to the economy
3. When the Education and Training Participation Age increases, there will be more students becoming apprentices

### Conference Resolves

1. NUS FE Zone should lobby staff to engage apprentices in its work where practical and appropriate
2. NUS should "practice what they preach" in terms of the treatment of any apprentices they employ

## 211: Increase in 16+ Participation in the FE sector

### Conference Believes

1. That the LSC have increased their funding for 16 – 19 provision by 3.2% at the start of the 2010 academic year which will be continued by the Young People's Learning Agency through the Local Authorities

2. Within a report written in the education guardian, a number of tertiary college have re-branded themselves as sixth-form colleges to benefit from this increase in funding
3. That to be branded a sixth-form college 80% of the college's provision must be focused on 16-19 provision
4. That the participation age for Further Education will increase in 2015 to 17, which will see an increase in retention into the FE sector
5. With this higher retention, Students' Unions membership within the FE sector will increase
6. That current Sixth Form Colleges are traditionally under-developed with no Sixth Form Sabbaticals and also, if any, severely reduced block grants compared to more established, and larger FE Colleges
7. That current general FE colleges will have to specialise in either 16 – 19 provision or post 19 provision
8. That there is a higher chance more school leavers could be entering less developed Students' Unions because of their focus on 16 – 19 provision
9. Some FE College Students' Unions will face funding cuts due to the increase in 16 – 19 agenda
10. That a developed, well funded Students' union might see an increase in retention from 17 to 18

### Conference Resolves

1. That NUS create a strategic plan on how to deal with the increase in Education & Training Participation age
2. That NUS focus on developing Colleges that will focus on 16 – 19 provision so that they can cope with the increase in their membership in 2015
3. Contact Students' Union that are not affiliated to NUS which will be strongly affected by the increase in focus on 16 – 19 provision so that adequate support could be provided

### 210: Enhance the experience of FE International Students

#### Conference Believes:

1. Every year, thousands of new international students travel to UK for further education in colleges, doing a variety courses, such as English as a Foreign Language (EFL) courses, A Levels, AS Levels, Vocational Diplomas and pre-degree Foundation or Access programmes.
2. Over 90,000 international students are current studying in FE, with the majority of them from Poland, China, India, Pakistan, Middle East, Japan and etc.
3. Outside academic class, there are few opportunities available to facilitate the integration between FE international students and FE UK students.
4. The experience of FE international students are rarely discussed in NUS.

#### Conference Resolves:

1. All FE students unions should work their best to explore effective ways to engage FE international students in all students' activities.
2. NUS to work with Association of Colleges, UK Council for International Students Affairs to launch a national survey on FE International students experience with the contribution from both FE zone and International Students Campaign to identify key issues and best practice to be included in a handbook on Enhancing FE International Students Experience for all FE students unions.
3. All FE students union should use this guide to find the best way to engage FE International students according to their individual situation, and reports back to NUS to update the handbook on an annual basis.

### 213: Healthy FE

#### Conference Believes

1. In 2008, former minister Bill Rammell, introduced the National Healthy FE initiative
2. This is aimed to particularly benefit young people in colleges and sixth forms coping with the transition to adulthood.
3. The initiative is there to provide colleges with tools and support to address the health and wellbeing needs of each student, and even staff members.
4. Various QUANGOs (quasi-autonomous non-governmental organisations) support this initiative and have developed online tools to support colleges.
5. It isn't about creating something new: it's about working with FE providers to make the health and wellbeing of staff and students an integral part of all aspects of life in FE.
6. Colleges need this initiative to build on their own resources, or lack of, to encourage students to be healthy and look after their own wellbeing.
7. Students in FE are often coming to terms with their own identity and colleges have a duty and moral responsibility to give these students the most support they can.
8. Some colleges are better at doing this than others and as a National Campaign we should ensure that all colleges are doing their best to look after our members' health and wellbeing.
9. Colleges including York College, Bradford College, Sunderland College and Wigan & Leigh College have seen their OfSTED grade go up, their student retention and achievement rates increase significantly since starting this programme.

#### Conference resolves:

1. NUS to encourage colleges to get on board with this initiative and include a vast range of students in the process
2. NUS to support students getting involved in their college's steering group for this initiative and ensure that a wide range of different students' voices are heard and catered for
3. NUS to include in an FE briefing a section on the Healthy FE initiative and how students can use it to influence their college
4. NUS to name and shame colleges that either have not got on board with this scheme or have failed to cater for certain.

### 215: Bogus Colleges

#### Conference Believes

1. The existence of bogus colleges threatens the reputations and work of legitimate colleges throughout the UK.
2. Bogus colleges are often used to bring people into the UK on fraudulent student visas.
3. The term 'College' does not have the same legal protection as 'University', in Scots or English Law.
4. Many international students believe they are coming to a legitimate college only to find the college does not exist or is sub-standard and unregulated.
5. Students studying in colleges should feel their institution has the same level of protection under the law as a University.
6. An effective way to stop Bogus Colleges is to legally protect and restrict the term 'College' under an act of Parliament.

7. A crack down on bogus colleges should not be used as a cover by the UKBA to attack the right of international student to study in the UK.
8. That there is an epidemic of companies posing as 'bogus colleges' to extract fees from unsuspecting international students.
9. That these companies offer 'courses' to students, and take payment of fees; yet either do not provide the courses at all, or terminate courses mid-semester.
10. That many of these "companies" employ a 'take-and-go' tactic by taking fees in a short time-period operation, and then 'disappearing' once fees have been collected.
11. That these students may even receive 'black marks' by applying for visas using 'false' college details and not attending college when in the UK.
12. That unreasonably high deposit are demanded by these 'bogus colleges', in some cases charging up to 100% of the overall cost of study as up-front payment.
13. These companies prey on genuine international students as easy targets.
14. This practice results in international students either arriving without a college to study at, or enrolling on courses that terminate in the middle of a semester. In both instances the student is left out of pocket, and there are not enough guidelines/protection for these students.
15. At the moment there is no directly relevant government- or any other concern-group offering guidance to this group of students (such as legal rights, 'what to do next', etc).
16. International students do not have the necessary local knowledge about who to call in instances where they have been defrauded by a company (such as CAB, Trading Standards, etc), and so these matters are less likely to be resolved from the student's perspective.
5. Any funding system for higher education should ensure greater flexibility for learners and provide a focus on the benefits of lifelong learning.
6. That there should be an end to upfront fees and a better deal for part-time students.
7. Students should receive appropriate financial support whilst at University and this should be based on what they need, not on where they study.
8. Any cuts proposed to higher education finance must be carefully thought through, and must not come at the expense of students.
9. Postgraduate students should be able to finance their course without fear of insolvency and extreme levels of debt.
10. Postgraduate funding is scarce and is limiting the pool of those undertake postgraduate study.
11. Despite the substantial and growing contribution the creative and cultural sector makes to the UK economy, the Arts Subjects that feed them consistently face disproportionate cuts.
12. That the current focus across the higher education sector is on tuition fees and not enough regard is being given to financial support for living costs.
13. NUS should expand the 'Funding Our Future' campaign, to be holistic, so that more of an emphasis is put on maintenance loans, bursaries and grants.
14. The individual contribution in tuition fees from international students is significantly higher than that of home/EU students. There is no cap on international fees, meaning that institutions can charge what they like.
15. On 7/9/07 the Department of Universities, Innovation and skill (Dius) instructed HEFCE to stop funding ELO students.
16. The ELQ funding cuts were based on the assumptions that one set of qualifications will last a lifetime and that people will never need to retrain.

## Conference resolves:

1. To lobby the government to amend legislation to create protection for Colleges equal to that of Universities.
2. To work with the UK Borders Agency (UKBA) to highlight the importance of this protection both nationally and internationally, to protect future students.
3. To work with the UKBA and relevant sector bodies to ensure that the genuine students are protected if their college is found to be Bogus.
4. To recommend that government bodies implement a mandatory industry standard for the (language -such as IELTS-) sector - similar to Corgi registration for plumbers/gas engineers.
5. To recommend putting in place an enforced cap regarding collection of international student deposits to a maximum of 10% of the total cost of study (all major, established universities may be exempt from this requirement).
17. Since the government's decision, the fees institutions now charge ELO students are often up to or in excess of three times the amount that they charge non-ELQ students on the same courses.
18. Many potential ELO students are put off or prevented from studying by the prospect of paying higher fees than peers studying the same course.
19. In the current economic climate, the situation is made even worse, with many people who have been made redundant wanting to re-train.
20. Lifelong learning is an important part of our education system, that everyone should have the opportunity to re-skill and engage in furthering their education, and that we should work harder to ensure that people are not prevented from studying by their financial situation.
21. Activists across the country are campaigning for a better vision of education. Campaigns against cuts have brought together thousands of students who are questioning the marketisation of our education. These campaigns can be a starting point to fight for a better system in education. NUS should act to bring together these campaigns.

## Higher Education Zone

### 301: Higher Education Funding

#### NUS Believes:

1. The 'Funding Our Future' campaign should continue to be the political priority for NUS for the coming year.
2. NUS should continue to oppose the marketisation of our education system and contest any increase or lifting of the cap.
3. All those with the ability to undergo study in higher education should have access to the relevant course, and expansion should continue to meet this demand.
4. Any funding system for higher education should be progressive and support widening access.
22. That strikes and occupations against cuts are no longer merely something we see in Greece or France, they are happening here. Over 100 students have occupied in Sussex against cuts. An all out strike against cuts at Tower Hamlets college won a major victory. These tactics have an important place in our movement.
23. The state of public finances precipitated by the unprecedented bailout of the UK banking sector

makes it more likely that tuition fees will be increased and cuts will be made across the sector.

24. The cut backs in university funding proposed by the government will hit students hard. The UCU estimates that 15,000 jobs will be lost in education, with departments and in some cases entire campuses under threat. These cuts need to be resisted by a mass campaign of students and staff united. Campaigns such as this have achieved victories at Liverpool University, and are already established in many universities.
25. The recent announced financial cuts within the HE sector are likely to cause staffing and resource cuts in the majority of HEIs.
26. That any cuts in staff or resources should not affect the student experience or quality of teaching.
27. Many universities are not looking to new, innovative ways of shouldering the cuts in HE, but rather making cuts where it seems the least work to do so.
28. Transparency and communication are highly important and all universities should be keeping students informed on what is happening – by being informed of changes which are likely to occur within their departments and given the opportunity to discuss it within the forum of staff/student liaison committees.
29. Universities should both be communicating to students on a departmental level (where there are particular changes occurring), but also to all students, so that there is not wide-spread unease and uncertainty
30. That, when students have been involved they have shown themselves to come up with ideas for cutting down costs, which would not be detrimental to their studies, meaning that consultation with students can be fruitful and should be done in all cases.

## **NUS Resolves**

1. Develop a campaign plan for Funding Our Future that effectively delivers on the principles outlined in believes above, including local, regional and national student action.
2. Plan at an appropriate juncture to hold a national demonstration.
3. Work in partnership with a range of other organisations that share NUS principles including Trade Unions, NGO's, and Campaigning bodies.
4. Continue to campaign for a national student support system.
5. Campaign for a fairer funding model for postgraduate students including low-interest loans, bursaries, hardship grants and a review of continuation fees for PGR students.
6. Campaign for better information about postgraduate finance to be made available to UK and International Students, and to support the continuation of funding for postgraduate skill development.
7. For NUS to lobby for additional and protected funding allocation for subjects related to the Creative & Cultural Industries, in addition to any STEM Funding priorities
8. In addition to campaigning for a national student support system, increase the campaign for a loan system which covers basic living costs for students.
9. Campaign against any proposal for the cutting of student maintenance loans and/or national bursaries.
10. To support students' unions in lobbying their institutions against significant increases to international student fees
11. To actively campaign for funding for ELQs to be re-instated.
12. To campaign for a part-time student financial support model which is flexible to dovetail into the dynamic lives of part-time students to help improve retention and achievement of many part-time students whose financial

circumstances may change during their course, after initial assessment and typically once Access to Learning or Hardship Funding has also dried up.

13. To support the cuts campaigns existing on the ground in many universities. To unite and co-ordinate these campaigns on a national and local level under the slogan: "Why Should Students Pay for Their Crisis?"
14. Campaign to try to ensure that cuts do not decreased the quality of the student experience
15. Campaign on the issues of transparency, communication and consultation on cuts

## **302: National Student Survey (NSS) & Postgraduate Taught and Research Surveys (PTES/PRES)**

### **NUS Believes:**

1. NUS recognises that the NSS is a useful tool for measuring students satisfaction and identifying areas for improvement but it has always been recognised that the survey data should never be used alone, nor considered a single source of student feedback.
2. A wider review of the questions is needed to ensure they still meet the needs and reflect the experiences of students, students' unions and institutions.
3. The NSS should form an important part of a new strategy for public information that HEFCE will formulate.
4. Information provided by the NSS results should be made available to potential students as an alternative to ratemyprofessor.com and other similar websites.
5. Students' union involvement in PTES and PRES for postgraduates is essential.
6. The PTES and PRES have shown themselves to be a useful way for students to understand their institutional postgraduate experience.
7. For PTES and PRES to be truly useful they must:
  - a. be taken as seriously as the NSS
  - b. share results with students' unions
  - c. allow comparison of courses at different institutions
  - d. be improved to make the survey more accessible
8. That one of the strengths of the NSS is that it is made publicly available and so institutions:
  - a. can compare the performance of courses at different institutions to establish national trends, such as the poor assessment and feedback scores for many courses involving term-time placements such as veterinary medicine
  - b. can be viewed by others and potential students and so is taken much more seriously.

### **NUS Resolves:**

1. Lobby HEFCE to aggregate the 'free text' section into a publically available, and easily searchable, report for both institutions and students' unions.
2. Lobby for the NSS data to be available by different sites/campuses within HEIs.
3. Campaign for data of the optional questions that institutions ask to be made publically available.
4. Call on institutions to make the headline information from the seven broad areas of questions (ie Feedback and Assessment, Organisation and Management etc) available to prospective students for their course through entry profiles to ensure a broad range of information rather than the current selective approach that is taken by some institutions.



5. Work with HEFCE to improve the accessibility of the HE in FE survey results.
6. Review the NSS questions as part of the review of Public Information to provide information for prospective students.
7. Provide greater NSS information and further develop support for non-education officers.
8. Gather and disseminate case studies of how PRES and PTES results are used in institutions to campaign for improvements to the postgraduate experience.
9. Lobby for a comprehensive national taught postgrad survey, building on PTES and the results made available to students' unions.
10. Lobby institutions to ensure that students' unions have full access to PTES and PRES data.
11. Students undertaking top-up degrees after completing their foundation degrees should be included as an NSS cohort and the data to be publically accessible for the evaluation and improvement of these courses
12. to aggressively campaign to extend the NSS to have a dedicated survey of first year students - as it is their experience which will dictate whether they will achieve, be retained and ultimately better their 'student experience'. It is critical that surveying is not simply targeted at final year students, who will only be those who are able to put up with any crap support and poor experiences.
13. Lobby HEFCE to aggregate the 'free text' section, with consent from individuals gained as a matter of course, into a publically available, and easily searchable, report for both institutions and students' unions
14. To lobby for PTES and PRES to be improved and made publically available like the NSS to allow institutions, students' unions, and potential students to compare the courses available across the sector.
6. Work with OIA to clarify when trade unions might be a more appropriate representative body for students.
7. Provide information to students' unions on 'Fitness to Practice' and 'academic judgment'.
8. To lobby and work with the OIA to produce a regularly updated handbook with the names and contact details for academic case workers within each Union.
9. Lobby HEFCE to fund the OIA directly, rather than through institutions which creates a financial reliance that only serves to undermine the needs of students, and leaves the recommendations with no jurisdiction over the institution.

### 304: Assessment and Feedback

#### NUS Believes:

1. NSS results consistently indicate a widespread problem with assessment & feedback.
2. NUS believes that this is not an issue which only affects undergraduate students, our own research has suggested that this is also a concern for postgraduate students.
3. We must put a focus on the needs of postgraduate students in future feedback campaigns.
4. All students have a right to timely and accurate feedback
5. That marks given as percentages are very difficult to justify, especially in arts and humanities subjects.
6. That work should be assessed against clear "grade descriptors" which are comparable across similar disciplines within an institution.
7. Institutions respond well to 'tried and tested' examples of good practice.
8. The National Student Survey (NSS) highlighted this area as a cause of concern since it began in 2005.
9. A campaign took place at the University of Huddersfield by the Students Union and it was recognised that students were not receiving feedback at a necessary time for them to act upon it and the results of the campaign help pave the way for the regulations to be changed and students should receive feedback on assessments within three weeks.
10. Following some initial work done in this area, University of Huddersfield faired better in this area by seven percentage points ahead of the national average.
11. A thematic review in this area took place at the University of Huddersfield in January 09, consulting students, the Students' Union and academics. From that consultation a change academy event occurred where senior members of the University and a member of the sabbatical team went away to devise a strategy document on Assessment and Feedback.
12. Some of the recommendations taken from NUS Feedback Amnesty document are encapsulated within the strategy such as feed forward feedback, concise and meaningful feedback, legible and clear feedback etc.
13. This is still one area of the student experience, which is increasing at a very slow rate and feedback has been poorly rated, with almost one third expressing dissatisfaction with their institution's approach.
14. This will help academics in improving assessment and feedback in the long term as they will recognise the benefits through their students achieving better degrees.
15. Students will benefit as it will give them a better insight on what they can expect from their assessments.

### 303: Complaints & Appeals

#### NUS Believes:

1. That whilst the work of the OIA can be improved we do believe that the OIA is now an accepted, and valued, part of the HE sector landscape.
2. The recent Pathway Review of the OIA will go some way to improve their working but there are many concerns about complaints at the institutional level.
3. Students' unions need better guidance about how they can effectively support students who are going through institutional complaints & appeals processes.
4. It is unacceptable that Northern Ireland still does not have an independent adjudicator for complaints & appeals.
5. Students often don't realise that a reliable first point of contact for complaints is the advice service of their Student's Union

#### NUS Resolves:

1. Lobby for the introduction of an external independent complaints body for Northern Ireland.
2. Support unions to develop and improve their institution's complaints and appeals systems.
3. Work with OIA to better support students' unions to provide effective advice and guidance for students pursuing their institution's complaints & appeals process.
4. Work with students' unions to ensure that advice, support and guidance is effectively signposted to the students that need it.
5. Call on all institutions to set a three month time limit within which they should usually have fully dealt with complaints and appeals.

16. Tuition fees could increase and student experience in all areas needs to be improved. Nationally students are still recognising that this area needs improving.
17. The initiative taken will contribute to enhance the student achievement, experience, employability and satisfaction.

## **NUS Resolves:**

1. Continue to develop the Feedback Amnesty and promote the NUS Feedback principles, Exam feedback campaign and model feedback form.
2. Provide resources for course reps on training and campaigning on assessment and feedback.
3. Lobby institutions for timely, useful and accessible feedback that supports the learning process.
4. Focus on improving feedback for taught and research postgraduates.
5. Produce a publication on innovative forms of assessment that engages a diverse student population, including a collation of best practice from across the movement.
6. Work with NUS sections, and liberation officers to ensure a strong and active 'liberating the curriculum' group to assess currently employed methods of assessment and teaching which may disproportionately affect certain demographics of our students
7. To further research the clarity of marking criteria and the ways academics judge what mark to give a piece of work, particularly in more subjective disciplines where a precise percentage mark seems difficult to justify. To liaise with relevant bodies such as QAA and OIAHE in conducting this work.
8. The NUS campaigning for thematic reviews to take place across the higher education institutes.
9. Universities and Students Unions working towards a strategy in this area to help recognise the areas of improvement and to clearly state on what students can expect.

## **305: Quality**

### **NUS Believes:**

1. That institutions should not be able to opt out of including students on institutional audit panels.
2. Students' unions should know if their institution is choosing not to include students in this way.
3. That the current external examiner arrangements are not adequate because there is no way to show exactly how they ensure parity of standards across the sector.
4. Believes that the student interest should be at the heart of any new Quality Assurance System.
5. Students should play an important role in periodic reviews and institutions should always include students on review panels.

### **NUS Resolves:**

1. 'Name and shame' institutions that choose to opt out of including students on institutional audit review panels.
2. Contribute to the review of External Examiners to ensure that the system is made more transparent and reports are made available for course reps and students' unions.
3. Lobby to ensure that the student voice is at the heart of the new Quality Assurance system and that the new system effectively meets the needs of students and adequately addresses their concerns.
4. Campaign for students to be involved in institution's own quality assurance processes such as periodic review
5. Take an active role in the training of student auditors for the QAA institutional audits, and work closely with the QAA to establish other ways of working with the student auditors outside of the audits such as student union

- engagement, mentoring for SWSs, translation of processes and presence at NUS events
6. To ensure that student unions who will be writing a student written submission this year will be notified and trained as early as possible in the year, and continue to be supported with online materials and regional and national events.
7. To make training on the audit process and how to use a student written submission between audits a compulsory part of NUS summer training for education officers.
8. To provide guidance and training to student officers on how best to utilise their QAA report following an audit, in order to provide leverage and enact positive change.

## **306: ICT and Technology-enhanced learning**

### **NUS Believes:**

1. Successful use of technology by higher education institutions is now critical to ensuring a quality student experience.
2. Students' Unions should be given access to existing ICT arrangements to integrate their course rep systems.
3. All students should have access to ICT training if they require it.
4. That the provision of e-learning should be utilised as a tool for learning, in all institutions, but that this should not merely be used as a method of reducing costs and should be in conjunction with, not instead of other face-to face teaching methods.
5. That technology should complement good teaching, allowing students to benefit from the additional value of e-learning but should not be used as a substitute for face to face contact and good teaching.
6. That all students should have the opportunity to benefit from technology-enhanced learning delivered by confident and capable practitioners.
7. That the purpose of research is wide dissemination and cultivation of knowledge.

### **NUS Resolves:**

1. Provide a briefing for unions on how institutions can integrate innovative approaches to teaching and learning.
2. Lobby for greater opportunities for online academic skills training for students.
3. Lobby institutions to allow greater access to specialist software for all their students.
4. Lobby institutions to use ICT for modernizing coursework submission and assessment.
5. To lobby institutions to train and develop academic staff so they can use new technology effectively.
6. Lobby institutions to make ICT training compulsory to all academics who teach
7. Campaign for greater use of e-learning facilities by academics, within all institutions, in conjunction with face-to-face teaching.
8. To issue guidance to students' unions on the benefits of contact time and how e-learning should act to compliment face to face learning rather than replace it.
9. To work with students' unions to lobby institutions to ensure that they adequately train staff to confidently use accessible e-learning to aid curriculum delivery, allowing all students to benefit from technology-enhanced learning.
10. To call upon HEIs to recognise that Open Access makes the result of scholarly research available online

for free, immediately upon publication, and removes barriers for scholarly and educational re-use, and to call for universal adoption of policies like that of Harvard and Stamford Universities.

## 307: Part time students

### NUS Believes:

1. The current arrangements of financial support for Part Time students is inadequate.
2. Students' unions need further information and resources to represent Part Time Student's interests.

### NUS Resolves:

1. Ensure that the interests of part-time students are fed into the UK Government's review of student fees.
2. Campaign for an 'equality duty' for HEIs to ensure that the impact of all policy decisions are effectively mapped to the part-time experience.
3. Disseminate wider the NSS results relating to part-time students.
4. Continue to support unions to identify the issues faced by their part-time students
5. Campaign for a more equitable system of part-time student support.
6. That NUS must start representing part-time students and actively beam the case for part-time sector HE into the Browne Review Committee. It's appalling that warm words over the years have not generated an active part-time sector HE policy in NUS. NUS must champion the campaign to call for a funding equality for the part-time sector, citing that research by Professor Callendar shows a need for a 44% funding 'premium' to be available to part-time institutions and courses - as they are funded by FTE but need full time services (libraries, buildings, unions, lecturers etc).

## 308: Hidden Course Costs

### NUS Believes:

1. Institutions should make available more information relating to the true cost of studying.
2. The USA-style system of publishing estimated costs for all aspects of student life is something that should be replicated in the UK.
3. Some subjects are more acutely affected than others by high levels of 'extra' costs.

### NUS Resolves:

1. To campaign for institutions to make information about the full cost of studying publically available.
2. To lobby for subject-specific costs to be made transparent especially in courses with high associated costs, including Creative Arts & Design, maths & technology or those requiring significant travelling and fieldwork

## 309: Higher Education Achievement Record

### NUS Believes:

1. The HEAR provides students, employers and institutions broader information about students' experiences and learning than the degree classification alone.
2. The HEAR should be adopted by all UK institutions.
3. The implementation of the HEAR should recognise the ever diversifying nature of the student population.
4. The HEAR has potential to further the gap between those who can afford, both financially, and with their time, to take part in extra curricular activities.

5. That the HEAR will create more barriers for those with currently the most barriers, those who find it difficult to afford their basic costs so work part time, those with caring commitments, distance learners who may not find it easy to access extra-curricular activities.

### NUS Resolves:

1. Support the national roll-out of the Higher Education Achievement Record (HEAR).
2. Ensure that students' union activities and non-formal learning is recognized by the HEAR.
3. Lobby the Burgess Group to recognize the work of course reps and other academic representation activities such as involvement in periodic reviews, on the HEAR.
4. Support students' unions in the trial institutions to communicate the changes to students and work with their institutions to ensure a smooth implementation.
5. Lobby the Burgess Group to ensure that the HEAR is a force for social mobility
6. To safeguard the interests of students and meet their demands over those of employers, and institutions in any way of showcasing attainment.
7. To lobby employers to create more thorough admissions and assessments of candidates in order to move away from a 'box ticking' system in the future.
8. To ensure that the money spent on quality assurance of students' HEAR will not result in less, but more resources being put into opening up more opportunities for all, and more direct investments in students' own abilities to articulate and reflect upon their experiences.
9. To ensure that there is a way to acknowledge an individual's achievements who may not wish to register details of a particular activity, such as involvement in a political campaign or a liberation issue which they may not wish to disclose to all potential employers, and which may be less tangible such as overcoming personal circumstances or juggling particular commitments in order to study.

## 311: Uniting Education Unions

### NUS Believes:

1. Education Unions play an important role in higher education.
2. NUS should seek to ensure regular dialogue is set up at President/General Secretary level, as well as at policy level.
3. Industrial action is a key weapon of the union movement, and the best way to defend jobs and conditions in the face of aggressive management.
4. UCU members are taking action across the country, from Leeds to Tower Hamlets, and they have won significant victories which benefit us all.

### NUS Resolves:

1. To bring together the education sections of all the major trade unions for an annual education summit.
2. To work with education unions on shared initiatives, campaigns and goals
3. To support industrial action taken by UCU and our other partner unions in defence of jobs and education, and to urge our Constituent Members to do the same.

## Society and Citizenship Zone

### 401: Votes at 16

#### Conference 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 16, people become adults and should be able to take decisions on their future.
3. 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.

#### Conference resolves

1. Lobby political parties to get Votes at 16 on the agenda after the General Election.
2. Look for a MP to support a Private Members Bill or a parliamentary debate on the subject
3. Draft a motion for the TUC conference on Votes at 16 to gain support within the trade union movement.
4. To encourage other influential organisations to join the Votes at 16 coalition.
5. 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.
6. Run a series of newspaper articles demonstrating the case for Votes at 16, to engage the wider public.
7. Get students' unions to lobby local councils to give 16 and 17 year olds voting rights in local elections, and additional local decisions.
8. Working with NUS Wales and NUS Scotland lobby for reduction in voting age in the devolved nations.

### 402: Electoral Reform

#### Conference Believes

1. That the presence of a 'two-party' system encourages voter disengagement.
2. That the traditional methods of voting are inaccessible to a significant number of voters.
3. That the majority of students are politically aware and active, but disenchanted with the political system.
4. That students are increasingly familiar with alternative voting systems, using STV in most students' union elections.

#### Conference Resolves

1. Consult with the membership on what changes to the electoral system they would favour.
2. Produce a number of requirements that NUS would require from any new electoral system.
3. Lobby the Electoral Commission to introduce online voter registration.
4. Work with Vote for Change coalition to increase pressure on politicians for a referendum on electoral reform.

### 403: Influencing Parliament

#### Conference Believes

1. That the majority of students lack the knowledge of how they can engage in the political process.
2. Students are politically aware, but feel disenchanted with the political system.
3. That national government lacks student representation.
4. Influencing the legislative process can be complicated. NUS need to assist students by demystifying parliamentary processes.

#### Conference Resolves

1. Provide training to students' unions on how they can respond to consultations, lobby decision makers and engage their membership in the political process.
2. Continue to offer information on who represents individual students and students' unions on a national level.
3. Produce an easy step by step guide online on how to influence a bill within parliament.
4. Provide links to regional parliamentary outreach units who can support students' unions in researching legislation.

### 404: Neighbourhood

#### Conference believes:

1. Students' unions are working proactively in the community, running innovative initiatives to tackle problems in the community.
2. Issues that arise in the community are management problems, not housing issues.
3. Students' unions are central to the community and should be supported in the work that they do in the community.
4. Attempt to change planning legislation to prevent students from living in certain areas is discriminatory and will create further tensions between students and long-term residents.

#### Conference resolves

1. To produce guidance for students' unions on interacting with local authorities and developing partnerships in the community.
2. Provide support to students' unions developing community strategies.
3. Provide best practice examples of what initiatives students' unions are running in the community.
4. Create a taskforce of community representatives to inform NUS policy work on the community, to assist in policy formation and consultation responses to government.
5. To work closely with the Welfare Zone to fight against any attempt to introduce changes to the UCO and to conduct research into the cost of transport.
6. Lobby for a national students discount on coaches and buses.
7. Establish a team of student volunteers who will be able to respond to negative media reports.
8. Work with Volunteering England to compile the total number of hours students volunteer in the local communities and the financial impact this has on the economy.

### 405: Local Citizens

#### Conference believes:

1. Students need to increase their voice in the community by registering to vote
2. Local councils do not feel obliged to represent the concerns of students because students are not voting in high numbers in local or county elections.
3. Local and county councils have a significant impact on the lives of students, and NUS has a duty to educate our members on the roles and responsibilities of local government.
4. Our elected representatives are highly unrepresentative.
5. The perceptions of students and young people in local and national media alienate our members from participating in local democratic structures.

6. Students contribute a significant proportion of personal time and dedication to volunteering, and this needs to be reflected in debates about citizenship and civic service.

## **Conference resolves:**

1. Encourage students to become local councillors, MP's, trustees and school governors.
2. Oppose the use of mosquito boxes, and other discriminatory measures which target all young people in the fight against anti social behaviour.
3. To produce a report on 'Reinvigorating Citizenship'. How citizenship programs should be structured. Organise debate series on the merits of volunteering over national civic service.
4. Provide a guide to students' unions about what services local authorities can provide.

## **406: Safe and Cohesive Communities**

### **Conference Believes:**

1. There has been a rise in racism and fascism on our campuses and in our communities.
2. The election of two BNP MEP's highlights the dangers of complacency, and the need to reinvigorate the fight against racism and fascism.
3. During the European elections hundreds of students joined NUS in mobilising people to go and out vote to Stop the BNP.
4. Since June there have been a number of protests organised by the English Defence League, and students have joined counter protests across the country.
5. The rise of the BNP and the EDL has been fuelled in large part by a growth in mainstream Islamophobia associated with the War on Terror. On universities this has included vicious media crusades against Muslim students and Islamic Societies, and the use of the "Preventing Violent Extremism" initiative (PVE) to set up "anti-extremism" meetings and discourage anti-war meetings.
6. Terrorism has its roots in the wars on Iraq, Afghanistan and Palestine, not in the mosques and debating chambers of our universities. The use of anti-terror initiatives to clamp down on Muslim students' freedom of expression amounts to a racist witch-hunt in the tradition of McCarthyism.
7. Recognise the war on terror in legitimising a racist clampdown on civil liberties and feeding the growth of fascist groups
8. NUS has disaffiliated from the stop the war coalition and explicitly advised universities to consult the government's PVE guidelines when deciding what events to authorise on campus.
9. The rise of the BNP and the EDL has been fuelled in large part by a growth in mainstream Islamophobia associated with the War on Terror.
10. Effective anti-fascist propaganda must emphasise the distinctive nature of fascism and address the racism upon which fascist organisations thrive.

### **Conference Resolves:**

1. NUS and students' unions can and should mobilise students to vote and reject racism and fascism at the local and general elections
2. NUS should work with anti racist/anti fascist organisations to expose racist and fascist organisations and candidates. Educating our members on their politics of hate.
3. NUS should help anti racist/ anti fascist organisations mobilise for counter demonstrations locally and nationally.

4. To reaffirm our belief in the right of Muslim students' political expression and organisation.
5. To oppose PVE and similar initiatives on our campuses.
6. Work with Unite Against Fascism and Love Music Hate Racism to expose and mobilise against racist and fascist organisations and candidates.
7. Take a proactive role in working with UAF to reaffirm the position of "No platform for fascists" and encouraging all Students' Unions to adopt/maintain this policy.

## **Union Development Zone**

### **501: Campaigning and Activism**

#### **Conference believes**

1. NUS must support Unions to campaign and empower its members to run campaigns for change
2. Unions have active members who can influence and lead campaigns but are never given the opportunity
3. Student workers must have the chance to be active Trade Unionists and this includes within their own SU
4. Increasingly Activism is taking place online and we must provide Unions with the tools to campaign across all formats
5. Student officers have a duty to lobby the Government on issues of national student importance, such as fees or HMOs.
6. Student officers should dedicate time to campaign and lobby on behalf of their membership.
7. Student unions need to consult students from the start when running campaigns, to make campaigns relevant to them.
8. Many unions run ineffectual campaigns without student consultation.
9. Students' Unions should allocate money from their block grants specifically for running student-led campaigns
10. Unions are a vital part of the student experience and that vibrant, well-resourced campaigns within them help increase student participation.

#### **Conference resolves**

1. NUS will produce work aimed at creating a campaigning culture in every union (FE & HE).
2. We will develop training materials and deliver an in-house version of the activist academy.
3. Support unions to identify and engage with active participants and develop them into active campaigners.
4. Work alongside the TUC to run some joint campaigns around active building active participation in SUs and trade unions.
5. Work to encourage the creation of trade union recognition agreements in students' unions to encourage membership by student staff.
6. Produce best practice guidance for utilising online campaigning techniques.
7. NUS to assist and support officers in lobbying the Government on student issues.
8. Successful campaigning HE institutions should work with smaller and FE institutions to share best practice
9. To produce a thorough, advisory document 'Handbook' on what resources and commitments NUS pledge to Unions, specifically in the furtherance of the area of campaigns.

## 502: Student Activities

### Conference Believes

1. Student Activities is a vital part of every Students' Union and NUS must do far more than it currently does to support Activities
2. Students must be able to design their own programmes for volunteering
3. Some Unions have excellent Volunteer accreditation schemes that can be used as models of best practice
4. Student Activities must be diversified to reflect the changing nature of our membership
5. Volunteering and student activities can have a significant social and economic benefit for the wider community
6. Students unions are best placed to deliver student-led community projects#
7. Our student societies, sports groups and volunteer networks can play a important role in bridging tensions in the local community
8. Many Universities are benefitting in reputation from the activities undertaken by our members
9. Some institutions are attempting to undermine student union led volunteering by running their own schemes
10. Cuts to HEFCE's Active Community Fund have resulted in funding crises in students' union volunteering,
11. That the NUS is not currently doing enough to actively support and develop student activities and volunteering run by students unions at a national and local level.
12. That the NUS has spoken a lot about supporting and developing student activities, but proactive and interactive steps to engage and develop student activities and volunteering need to be taken.
13. Inter-University networking events for those involved in activities and volunteering would be a good forum to share best practice and build relationships between activity areas and disciplines.
14. If the NUS interacts more with student activities and volunteering, the mission and values of NUS will be spread to a wider audience of students.
15. Developing relationships with other organisations to support the NUS in its work with student activities and volunteering would enhance that work and potentially prove financially beneficial.

### Conference Resolves

1. To work with colleges to ensure enrichment programmes can be designed and delivered by students themselves.
2. Lobby Investing in Volunteers to make the accreditation scheme relevant to students' unions.
3. Investigate the creation of a single national volunteer accreditation framework. Produce good practice guidance on schemes already in existence in institutions.
4. Create online hubs of best practice around student activities, enabling students' unions to upload documentation for use by others
5. Showcase students' union 'give it a go' programmes and produce guidance for unions to set these up.
6. Undertake work on encouraging wide participation in union activities from diverse groups. Help unions map groups who do and don't participate and help remove barriers.
7. Mandate the VP Union Development and VP Society & Citizenship to conduct research into the economic and social contribution of student volunteering
8. Provide advice to students unions on how to better showcase their sports, societies and volunteer groups to local stakeholders
9. Encourage the VP Union Development to work with the VP Society & Citizenship to highlight to societies, sports,

and volunteer groups the range of funding opportunities for expanding their work into the local community

10. To look at the possibility of organising a national "Student Activities and Volunteering" summit to share best practise, train student leaders and build relationships between activities in HE and FE institutions.
11. To organise specifically focused networking and development events for "Activities" and "Volunteering" officers.
12. To look at the possibility of working with national partners involved in training, development, employability and culture to enhance the NUS' provision for student activities and volunteering.

## Policy 503: Participation and Engagement

### Conference Believes

1. Students' Unions contribute widely to students, the institution and the community and we should highlight this to other organisations and sectors
2. Learner Involvement strategies should have the Students' Union as a vital part of it and OFSTED should recognise the contribution of Students' Unions to the College
3. Adult Learners often do not recognise their place within the SU and its activities and we must break down barriers to this participation
4. The experience of students at satellite campuses can be vastly different and often lesser than that of other students and this is not acceptable
5. The skills picked up by undertaking Students' Union activity are vital to personal development and need to be recognised
6. It is vital that NEC members engage with Students on campuses and in colleges rather than just sabbatical officers and to enhance NUS' campaigning reputation should do more when on Union visits to connect with its members.
7. That FE Unions should be supported in representing their HE students who study at their colleges, and are members of their Union, through collaborative work with the Universities whose students they are.
8. Many Unions are still developing and NUS must remove barriers to their participation in their National Union and proactively encourage them to be involved
9. Students' Union are obsessed with turnout in elections, but NUS must work with them to ensure that we focus on democratic participation as a whole not just how many people voted.
10. NUS should develop online software for elections that can be rolled out to all Unions.
11. The Students' Union Evaluation Initiative has been a useful tool for SUs to benchmark themselves and develop, and the same is needed in Further Education to ensure proper Union Development.
12. The UK Economy is not yet recovered from the recession, with nearly 1 million young people unemployed.
13. The whole education sector will have major funding cuts in 2010 which puts great pressure on the fee increase of all students.
14. Better employability upon graduation is one the most important factors for the vast majority of students to choose to go to colleges/universities all students activities can cultivate students with various transferable skills to enhance their employability.

15. That the current market for graduates and their associated job prospects has become markedly grim over the past twelve months;
16. That there are increasing pressures on students to 'sell themselves' but that Universities are often unaware or unable to support students in doing so;
17. That both the National Union of Students and individual member Students' Unions have a responsibility to work towards enhancing the employability of our graduates.

## Conference Resolves

1. To undertake a major piece of work to help unions demonstrate their impact to students, institutions and the community.
2. To encourage the development of learner involvement strategies in colleges which recognise the union at its core.
3. To carry out a major piece of research into the barriers faced by Adult Learners in Further
4. Education in participating in students' unions.
5. Provide support to unions with confederated structures e.g. JCRs and satellite campuses. Reinforce the role of these structures in underpinning union involvement is shown as key.
6. To lobby graduate recruiters highlighting the positive effect that students' union activities have on individuals and their future employability.
7. When undertaking union visits, NEC members should spend time engaging with the student membership by taking part in GOAT/GOAL activities to better understand the context in which unions are working.
8. To continue to support students' unions in FE who represent HE students. We should encourage local partnerships with HE unions to be established.
9. To recognise and identify developing unions in HE & FE and to support their needs through removing barriers to participation in NUS activity. This should include access to training events.
10. To work alongside unions to research and evaluate democratic participation and provide solutions for advancement.
11. To identify a provider to develop online elections software for unions to use which will satisfy all minimum requirements.
12. NUS will develop a quality model along the lines of the Students' Union Evaluation Initiative (SUEI) for Further Education and developing HE unions.
13. All students union to link employability with various students' activities at induction to encourage students to actively involved in SU activities to develop transferable skills for personal development.
14. NUS to lobby universities, government and employers to create a national accreditation scheme of all students activities, which should be managed by universities and students unions, published alongside students' degree certificate and academic transcript, endorsed by leading employers and the government.
15. NUS to launch a national survey on enhancing students employability through students activities, publishing recommendations to push better employability for all students nationally.
16. To work with Universities and Students' Unions to enhance the employment profiles of students by emphasising the growing importance of extra-curricular and non-academic skills;
17. To provide training for Students' Unions' Sabbatical Officers based around how students can be engaged in enhancing their own employability, and how their Students' Union can effectively support them;

18. To lobby graduate recruiters to highlight the positive effect that involvement with Students' Unions have on individuals and their future employability.

## 504: Changing membership

### Conference Believes:

1. If you are studying at an FE College you have a right to be a Students' Union member no matter what age you are
2. That with expansion come challenges that NUS must meet for its membership
3. That distant learning and workplace learners should still be encouraged to be full members of our Unions with full democratic rights

### Conference Resolves:

1. Campaign for a change in the law to recognise 14 year olds as full members of students' unions and NUS
2. To, alongside the VPFE, work to ensure that NUS adapts to accommodate a membership of over 8 million students in the FE sector alone by 2015
3. Work with the FE Zone to develop models of democratic representation for members studying on programmes outside of the classroom

## 505: Finance and Governance

### Conference Believes

1. That Students' Unions should be well funded, autonomous organisations no matter what size or sector
2. That Service Level Agreements can bring in extra funding, but should be a two way partnership
3. Governance reviews and structures should be based around what culture your membership wants from you as a Union
4. NUS has a responsibility to highlight the opportunities that come with being a Charity
5. The Chair of the Trustee Board should be the President of an SU or a fellow sabb or student
6. The Good Governance Project should make recommendations for the nations to also use.
7. Students' Unions receive funding from their parent institutions as a 'block grant' which has been a system in existence since the early 1980s.
8. There are huge variations in 'block grant' funding across the HE sector of over 200% of the minimum block grant received by a Students Union.
9. These variations occur in both the pre and post 92 HEI's and over the long term.
10. There is a variety of funding arrangements both formal and informal between HEI's and Students' Unions
11. The rate of reduction in surplus generation from trading is increasing and has a long term impact on Students' Unions core activities
12. Some Students' Unions can no longer rely upon trading surpluses or have given up traditional trading activities altogether.
13. There are steps within the movement to have quality assurance.
14. The relationship between the funding parental institution and the Students' Union is critical for aims and purposes of the Students' Union.
15. The impending registration with the Charities Commission and demonstrating public benefit aims has an inherent conflict of interest with the funding HEI

16. Students' Unions have a statutory duty to report to their HEI on their democratic and financial business.
17. The increasing dependence of Students' Unions on their HEIs will compromise the independence of Students' Unions in their ability to represent the views of their members.
18. The various funding arrangements between Students' Unions and their HEIs could become either strained or changed to the detriment of the Students' Unions.
19. The interests of the Students' Unions members, in line with their aims and purposes registered with the Charities Commission could be in conflict with the funding HEI.
20. The HEIs are able to prevent Students' Unions from carrying out their core purposes by reducing funding
21. The expectations of members and the funding HEI for quality services and representation is at variance with the wide differences of funding actually provided by HEIs.
22. Some Students' Unions are in greater danger of failing to provide representation because of the relationship between them and their HEI management.
23. The wide range of funding levels and the variety of funding arrangements needs to be addressed by NUS as an urgent and important matter to protect and develop Students' Unions.
24. The impending funding cuts in the sector provide the climate for serious detriment to some Students' Unions, damaging relations between Students' Unions and their HEIs, and worsening the variations in funding levels in the movement.
25. That several CM's have chosen to become incorporated bodies
26. That incorporation offers numerous benefits, including: stronger protection of memberships rights, greater independence and limitation of trustees liability
27. The re-classification of Students' Unions as charities has meant an increase in unions that have External Trustee Boards, and the increased inclusion of unelected external members on existing trustee boards.
28. Where they exist, Trustee Boards should act only as a check and balance on SUs, and the power to make decisions about SU policy and political decisions should remain with the members.
29. That the trustee board of a students' unions should comprise a majority of student and officer trustees
30. That NUS should be supporting student and officer trustees
31. Chairs of trustee boards in students' unions have unique needs and should be supported by NUS
32. Many students' union are comparable to medium-sized charities in the not-for-profit sector
6. To reinforce that trustee boards are not the political leadership of students' unions and work to promote strong policy making structures.
7. Encourage local unions to consider collaboration to drive down core costs. This will include sharing back office functions. We will show best practice in this field.
8. Following on from the production of a code of good governance for students' unions in England, we will lobby the relevant authorities to attract funding for Wales, Scotland & Northern Ireland.
9. To reinforce the autonomy of FE unions and provide briefings and model documents to ensure this.
10. To collaborate with NUSSL to create a cooperative investment model which is available for any CM to invest reserves. This mutual fund will not invest in any organisations deemed to be unethical by NUS. The NUS National Executive Committee to draw up a strategic plan for addressing the dangers to the movement as a whole on the lack of a transparent system of funding Students' Unions.
11. NUS elected officers to negotiate with UUK and HEFCE on an agreed way forward for the long term and sustainable method of funding Students' Unions which provides for a protection against HEI management decisions on funding and reporting which would threaten the viability and public benefit purposes of Students' Unions.
12. NUS to negotiate with UUK and HEFCE on a method of funding which protects the independence of Students' Unions in their role as the voice of students.
13. NUS to negotiate with UUK and HEFCE an 'opt-in' facility for direct funding from HEFCE or a nominated body, where a students' union considers its ability to conduct and manage its own affairs and funds in accordance with its constitution is threatened or compromised by its host institution.
14. To produce a briefing on the benefits of incorporation
15. To produce materials to support CM's incorporation, including model articles that can be adapted to individual CM's
16. To issue guidance to educate students about the roles of Trustees in unions.
17. To encourage unions who already have External Trustees in campaigns for their trustee boards only to have or use the power of veto on financial or legal grounds, and to encourage students in efforts to ensure that policy-making remains the solely within the control of union members, through General Meetings, and of elected representatives that union members can hold to account.
18. To reissue best practice guidance to students' unions on the composition of trustee boards
19. For NUS to conduct a piece of research into chairs of trustee boards in students' unions, to enable chairs to be better supported in their roles.
20. For the Vice-President Union Development to oversee this piece of work.

## Conference Resolves

1. To produce guidance for students' unions on the calculation of block grants. Drawing on best practice from the membership, publish a range of formulas and information about service level agreements. Recognising the wide differences within the membership, this should be advisory guidance and not a set campaign objective.
2. To produce guidance for developing HE and FE unions in how to get and increase block grant funding.
3. Support unions to keep vital core funding and highlight the impact on the overall student experience
4. To create an online library of SU governance documentation that can be adapted for local circumstances. This will be focused on 'running' and reviewing new governance structures.
5. To continue to support unions in charity registration and provide guidance around the future opportunities of funding streams that being a charity provide.



## 506: communications

### Conference Believes

1. Unions must have clear communication strategies to ensure their messages are reaching all members
2. NUS' training is often quite generic and is not always relevant for communications and media officers
3. Student Media engages many different students into the Union and can play a key role in communicating Campaign messages
4. NUS should showcase all forms of student media and have a web presence for Unions to promote their work and what the issues are on campus and in college
5. Students' Unions nationwide find it difficult to effectively communicate with all their members.
6. Social Media is a new, innovative and constantly changing method of communication that could be better utilised by Students' Unions.
7. That professional guidance in managing both traditional and new communication methods would greatly benefit Students' Unions.

### Conference Resolves

1. To produce clear principles for communication strategies which can be adapted for local circumstances.
2. Develop the NUS summer training programme, creating a specific course stream for communications, media officers, and student editors
3. Develop NUS' web provision to include examples of SU media across all platforms (e.g. TV, Radio, Web, Podcasts etc.)
4. To train and assist communications and media officers and student editors in finding sponsorship for student media,
5. NUS to provide generic guidelines for 'responsible journalism' to avoid potential problems, such as issues being pulled at the last minute.
6. NUS to lobby for an accreditation scheme for student journalists to go alongside their degree.
7. NUS to provide better support and training for smaller student publications and broadcast media.
8. To develop the NUS training to support both Media Officers and student volunteers involved in the media streams.
9. To look to aid the sharing of best practise between Unions and student media.
10. To look to work more closely with SRA, NASTA and other student media related organisations.
11. NUS training should incorporate sessions from professional guests on how to effectively utilise and manage both traditional and new methods of communicating with students.
12. In addition to producing clear principles for communication strategies, NUS should produce written guidance on utilising and managing new and traditional communication methods.

## 515: Conference, RAG and Alumni funding

### Conference Believes

1. Universities and colleges will suffer major funding cuts this year, which results in less funding be allocated to students union.
2. This may greatly affect the operation of students unions, with less active students activities and campaign.
3. Students Unions must find new funding to survive this difficult time.
4. Students Raise and Giving Section is an active part of many students unions, with lots of students experienced in fundraising for charity organisations.

5. The Alumni network of student union and university stands huge opportunity to sustainably provide substantial funding to finance students unions, however, it is mostly unexplored at this moment.

### Conference resolves:

1. Students Unions to work closely with University to explore effective ways to get more funding from the global alumni network of both students unions and the university
2. NUS to lobby the government to issue various favourable policies to encourage students unions to work with university on their new joint fundraising initiatives, such as through students RAG and the Global Alumni Network.

## 508: Engage Postgraduate students in student activities

### Conference believes:

1. It is difficult to engage both taught and research postgraduates in students' activities.
2. NUS launched Postgraduate Students' Campaign last year to improve the postgraduates' experience.
3. Due to intensive academic commitment and strong concern for job hunting upon graduation, one year taught postgraduate are often less active in student activities
4. Many students pursue postgraduate research degree are interested in academic career and are therefore less interested in students activities

### Conference resolves:

1. Students unions to continue exploring effective ways to attract postgraduate students to all students activities or create postgraduate specific events to better their experience.
2. all students unions to create a postgraduate officer to represent postgraduate students issues
3. students unions to actively involve in NUS postgraduate campaign and enhance the voice of postgraduates nationally at all inductions, students unions should encourage taught postgraduate to actively participate in all students activities as an effective way to enhance their employability
4. NUS to lobby universities, employers and government to add 1-3month course-related placement for one year taught postgraduates to enhance their employability
5. NUS to lobby universities and government to include students activities as part of the compulsory 30 hours transferable skills training for all postgraduate research students, so that postgraduate research students are more likely to get involved in students union.

## 517: Supporting Council Chairs

### Conference Believes

1. Many students unions elect or appoint independent chairs for their parliaments and student councils
2. These roles can be significantly challenging for students who are new to procedural terms
3. Many chairs do not receive specific training to assist them in managing the lively debates that can take place within union councils/parliaments.
4. NUS could widen its connection with part time officers by establishing a connection with chairs of these bodies

5. Whilst some SU's will have the resource to conduct training for these officers, others would welcome the expertise provided by the national union

## Conference Resolves

1. To investigate the feasibility of a new training course for council chairs, and steering committee members within SU's.
2. To offer newly elected chairs of councils the opportunity to sign up to a specific NUS network to assist them in their roles.
3. To conduct a focus group with outgoing chairs to identify what skills and knowledge gaps they believe exist, that a NUS training course could help fill.

## 509: FE Union Development

### Conference Believes:

1. There are at least 2550 Further Education (FE) Institutions in the UK.
2. The total number of FE and HE Student Unions that are NUS members is 600.
3. Under Education Act 1994 SU's may be set up at FE institutions to represent its students.
4. Many FE institutions do not have a Students Union.
5. Most FE institutions do not recognise the benefits of harboring Clubs and Societies within their SU's.
6. Clubs and Societies are an integral part of the student experience in educational institutes.

### Conference Resolves:

1. To mandate VP Union Development to assist VP Further Education in developing SU's to a greater extent in colleges and sixth forms.
2. To lobby FE institutions to grant SU's greater flexibility within the institutions.
3. To lobby FE institutions to create a culture encouraging the formation of Clubs and Societies as part of the SU amongst students, mirroring the culture present within HE institutions.
4. To mandate NUS to research the reasons which hinder SU development in FE institutions and start a campaign to address them and raise awareness amongst FE staff and governing bodies about the benefits of nurturing SU's and student Clubs and Societies.

## Welfare Zone

### 601: Accommodation

#### Conference Believes

1. There should be accommodation suitable to for the diversity of needs and finances of students,
2. Accommodation needs to be exemplary in its equality and diversity policies, procedures and treatment.
3. NUS should support the development of co-ops and through distributing guidance and developing policy
4. Codes are a useful tool to guarantee standards and complaints procedure
5. NUS should sit on the Codes' boards
6. The level of pastoral and welfare support in hall differs across intuitions
7. Several institutes have been reviewing the level of pastoral care they provide
8. With many Universities across the UK either privatising their student accommodation provision wholesale or entering into part private partnership deals for management or real estate transfer, the NUS and

constituent members need to be fully up to date with the changing sector and able to respond to the changes taking place.

9. Privatised hall developments often do not take into account the need for pastoral care, the development of community, opportunities for socialising and increasingly the contract lengths students need and can afford.
10. Living in university hall helps international students and home students to integrate with each other from day one of their university life and help to create a more globalised culture on campus.
11. Some university put all international students from the same nationality into several blocks of the hall without any mix of EU and home students
12. This segregation of nationality in university hall creates far less opportunities to allow international students and home students know and make friends with each other to learn more about other cultures throughout the university life

#### Conference Resolves

1. NUS should use the NUS/Unipol ACS 2009 to campaign for a radical change; to make accommodation a genuine student service, not only a lucrative business.
2. NUS and CMs should work with all accommodation providers to ensure that students' needs are represented.
3. CMs should be consulted in the establishment of nomination agreements or other partnership agreements between university accommodation and private or not-for-profit providers.
4. Collect information on what students want from their accommodation to ensure that NUS is the leading voice on student accommodation
5. NUS to work with the UUK and ANUK codes to ensure they are tightened up, that there is scope for continual improvement and that the codes are aspirational in their standards
6. To conduct a survey of the different level and methods of pastoral care in halls of residence
7. Produce a report to encourage best practice and minimum standards
8. To work to ensure that students are aware of the level of support they can expect
9. NUS should lobby universities and trade bodies to set out clear guidelines for Universities seeking to privatise or outsource their accommodation provision. These should be made in full consultation with the NUS, and require meaningful consultation on a local level with member unions and sub-groups such as JCRs and residence committees.
10. All students unions should actively lobby their university to make mixed arrangement for both international students and home students in all blocks of halls of residents.
11. Hall students committee should create a more globalised culture in hall of students with opportunities to help international students and home students to make friends with each other and learn from each other

### 602: Housing: Private Rented Sector, Tenancy Deposit Schemes and Accreditation

#### Conference Believes

1. Housing is a huge issue for students, and poor housing condition can cause stress, ill health and

- aversely affect a student's attainment and overall experience.
- 2. Section 21 means that students can be evicted for complaining about their landlord.
- 3. Intimidation tactics used by landlords and letting agents to encourage students to 'panic buy' their accommodation should be condemned.
- 4. That all tenants should be able to enjoy TDP.
- 5. Effective accreditation schemes have improved the quality of student housing across the UK, and in helped to raise students' expectation of accommodation.
- 6. That the licensing of Houses in Multiple Occupation (HMOs) significantly improves the quality and management of such houses
- 7. That HMO licensing currently applies only to houses with at least 3 stories and 5 unrelated people
- 8. That the government is proposing to give Local authorities the power to widen the scope of HMO licensing in their areas

### Conference Resolves

1. Support CMs in developing activities to ensure that students are informed consumers.
2. To lobby against Section 21 with other groups
3. To distribute guidance on how to help students avoid renting scams.
4. NUS to issue guidance on letting agencies; how they function, accreditation, key problems
5. students' experience, and financial risks.
6. NUS should lobby Government to raise the £25,000 threshold on ASTs, and ultimately for all tenancies to be able to access TDP.
7. NUS should lobby TDP schemes to remove the requirement for 'lead tenants'.
8. To make accreditation in all towns and cities a reality; to lobby Government to commit more resource to accreditation schemes.
9. For NUS to maintain links with national organisations and distribute information to CMs
10. To support giving power to Local Authorities to increase HMO licensing
11. To produce a briefing for CM's on the benefits of HMO licensing and produce materials to assist CM's in campaigning for their local authority to introduce additional HMO licensing
12. To reaffirm the 2008 "improving student housing" policy to widen the scope of HMO licensing nationally.

### 603: Neighbourhood and community

#### Conference Believes

1. Working on Neighbourhood as a joint project with Society and Citizenship has been an effective way of covering the full spread of issues.
2. To continue to defend students' rights to be seen as an equal and valued member of their communities.
3. CMs that have community strategies in place are seeing positive impacts
4. Students should be treated as equal, valued members of their community with the same rights and responsibilities as their neighbours.
5. Local authorities' introduction of discretionary licensing will have damaging effects on the private sector housing market, on where students can and can't live, and do little to improve community cohesion.

#### Conference Resolves

1. To continue to work jointly with Society and Citizenship on Neighbourhood projects

2. NUS to provide guidance on community strategies, political leadership on community and housing issues.
3. Equip CMs with the tools to respond to negative press that students get in the media.
4. To encourage CMs to research local housing markets; on the impacts that students have, how future students will impact on an area, and how they will be housed.
5. NUS to continue to develop relationships with groups associated with the PRS and student housing, and to assist CMs in mirroring these.
6. To support CMs to lobby against any local authority implementing controls.

### 604: Crime- not on our watch

#### Conference Believes

1. Every campus should be a safe space, a hate crime reporting centre with a dedicated police liaison CMs should take an active role in leading student-safety at their institution.
2. According to a government report issued in July 2009, Full-time students and young people between ages 16-24 are at the highest risk of being a victim of crime.
3. 1 in 3 students becomes the victim of a crime each year
4. Universities in Britain do not keep statistics on crimes that students fall victim to on campus.
5. Hate crime in the UK saw an increase of 4-11% in the year ending April 2009
6. Islamophobia is the fastest growing source of hate crime in the UK.
7. A recent debate in Sheffield University entitled 'This house believes that Islamophobia is justified' saw 40 attendees vote against, while a significant number, 20, voted for it.
8. August 2009 saw a Muslim emerging from a mosque beaten to death in Tooting. Police described the incident as 'racially motivated'.
9. The past year has seen a rise in race related public demonstrations, which demonizes members of minority communities and international students.
10. Many students' especially international students are reluctant or are unaware of how to inform the police or university about their experiences as victims of crime.

#### Conference Resolves

1. To support unions in becoming hate crime reporting centres, developing student safety forums
2. To lobby PAHELO/ACPO to ensure each campus has a dedicated police liaison officer which is recognised and supported by local CDRP
3. Key recommendations from the 'Students & Crime' project research be presented to Welfare Zone Committee for further action
4. To develop a coherent model of data collection in CM advice centres
5. To initiate a campaign to ensure that SUs raise awareness amongst the student body, especially international students, on how to stay safe on Campus.
6. To expand the aforementioned campaign to ensure that SUs encourage students, especially international students, to report hate crime.
7. To research the best possible mechanisms to be put in place to ensure that threats to student safety are adequately addressed by the University and SU, and records of crimes are kept to help in combating them,

to be done in cooperation with Police Campus Liaison Officers.

8. To encourage SUs to incorporate specific training regarding discrimination against Muslims due to their Islamic faith (including attacks, abuse and violence) into their wider Union Officer training programmes. This would be a means to reduce the occurrence/possibility of such hate crimes on campus.
9. To raise awareness of the challenges facing hate crime victims, including victims of discrimination against Muslims due to their Islamic faith.
10. To define Islamophobia as:
  - Discrimination against an individual due to their Islamic faith.
  - Attacks, abuse and violence against Muslims.
  - Attacks on mosques, Islamic centers and Muslim cemeteries.
11. To encourage SUs to work with organizations such as; Unite against Facism, Searchlight, Muslim Safety Forum (a key advisory body for the Metropolitan Police Service and Association of Chief Police Officers), and Show Racism the Red Card, to eradicate hate crime on campuses.

## 605: Health Services and Costs

### Conference Believes

1. Educating students on healthcare or offering health services should not be left to CMs alone.
2. NUS and CMs should be key partners in delivering and developing public health campaigns and consulted on services.
3. CMs should be involved in the commissioning process
4. That all students should have access to an NHS GP s and dentists
5. NUS needs to ensure that all CMs are equipped to deal with the potential consequences of an epidemic outbreak.
6. Students who can't afford to pay for prescriptions shouldn't have to pay for them
7. That prescriptions need urgent review – many health conditions aren't even recognised
8. This means that people with long term health conditions can be at huge financial disadvantage.

### Conference resolves:

1. Write a briefing on 'world class commissioning' to ensure that CMs are able to get involved in the commissioning process
2. NUS to continue to support the Healthy FE and Healthy Universities initiatives, including working with partners to roll out a Big University Health Check.
3. NUS to develop a 'healthy students' union' model
4. To lobby sector bodies to ensure that GP and dentist registration is a key communication priority for students moving to a new area – especially international students.
5. For NUS to have clear guidance for students' unions on how to plan for an epidemic.
6. Support students' unions in encouraging their universities to have a model in place to educate students in a potential outbreak
7. For NUS to have a clear plan for how to disseminate national information to CMs in conjunction with BIS, DoH, and the HPA
8. NUS to work with the DoH to modernise, rationalise and simplify HC1 forms and what health conditions and situations are included for free prescriptions.
9. To request to DoH that it undertakes a review of prescriptions

## 606: Sexual Health

### Conference believes:

1. All students should be able to access sexual health services appropriate for their needs at no cost to them, within a reasonable travel distance and get a first appointment within 48 hours.
2. All sexual health testing should be confidential
3. All students should be free from discrimination in accessing or finding out about sexual health services
4. Contraception and relevant information should be freely available to all students
5. All sexual health campaigning activity should be HIV and AIDS inclusive and seek to reduce their associated stigma.
6. Smear testing should be freely available on request to everyone with a cervix who is sexually active, or over the age of 25
7. NUS to support better provision of sexual health services and information in FE
8. All sexual health information and services should be completely pro-choice
9. There is a growing call for cervical cancer screening in England to be extended to the over 20s in order to be in line with Welsh and Scottish national policies.

### Conference resolves:

1. To put together a plan of action for student sexual health needs for consultation at Welfare Zone Conference
2. To continue to work with all Liberation campaigns who are also working on sexual health campaigning
3. To lobby the Government to further investigate the benefits of screening women in England from the age of 20.
4. To lobby for free access to sexual health services for all students, especially for students over 25 years old.

## 607: Mental Health

### Conference believes:

1. That there is a plethora of 'live' mental health policy.
2. Mental wellbeing is necessary to being healthy and should not be ignored until a serious illness has developed.
3. That mental health is an underrepresented issue amongst the student population.
4. That the promotion of good mental health is a different issue to that of mental illness and that the two should be treated separately by the NUS

### Conference resolves

1. To continue to work on the policy mandates still live from the last 5 conferences Welfare Zone to work with the Disabled Students' Campaign on mental health
2. NUS to support projects and work in CMs and help to share this good practice around the movement.
3. NUS to support projects, such as the student-led 'Mental Wealth Project' and to work in CMs, facilitating the sharing of examples of best practise around the movement.

## Policy 608: Pastoral Care

### Conference believes:

1. All universities and colleges should have support services that are accessible to all including mental health advisers, counsellors and peer-to-peer mental health support.

2. There should be enough services to meet the needs of the student population and adequate resource to effectively advertise these services.
3. That students' unions should work with PCTs to ensure that there are appropriate services available

## Conference resolves

1. NUS should assist student's unions in how to audit the services available locally.
2. NUS should continue to work with Healthy Universities and Healthy FE to look at creating minimum standards of pastoral care.
3. NUS to provide a check list of services to help CMs to audit their mental health support
4. To lobby for the protection of campus support services and pastoral care during the implementation of the HE funding cuts.

## Policy 609: Money, Finance, Debt, Benefits and Banking

### Conference believes

1. Students should be able to have their loans paid monthly.
2. SLC should be more accountable to students for its actions
3. Guidelines for hardship funds should be publicised to students and appeal processes made clear.
4. Universities and colleges to better advertise financial aid available
5. Information for students entitled to benefits is poor, often wrong, out of date, and that departments don't work well together, leaving these students at a significant disadvantage.
6. It is vital for these students that we defend their entitlements to benefits for their financial wellbeing.
7. Students, in particular international students, need help on banking services within in the UK.
8. That neither the Student Loans Company (SLC) nor its subsidiary Student Finance England (SFE) dealt with student finance applications efficiently in the 2008-2009 application cycle.
9. That this is reflected in the fact that as of 4th October 2009, after the first semester had begun at most universities, information obtained by BBC News under the Freedom of Information Act showed that of the 1,091,653 applications that had been received, up to 175,358 applications (16.1%) still needed to be processed.
10. That 28,000 applications were still waiting to be processed as of 17th December 2009 (BBC News).
11. That an inquiry, led by Professor Sir Deian Hopkin, found only 5% of phone calls from applicants were being answered at peak time.
12. That due to a knock-on effect, the 2009-2010 application cycle, which was due to open on 7th December 2009, had to be postponed.
13. That in a BBC survey, reported on 18th November 2009, 49 of the 58 universities who responded reported making increased hardship payments to students compared to the year before, with 43 attributing the increases to the loans system.
14. That the same survey revealed these universities had paid an average of £44,000 to support students short of money.
15. That the SLC failed to live up to its guarantee that those who applied on time would be paid on time.
16. That the stress caused as a result of the delays caused great anxiety for students and their families.

17. That applicants faced numerous problems despite many submitting their applications on time. Problems included: being unable to speak to anyone at the SLC as phone calls weren't being picked up, applications were taking several weeks to be updated, applications and supporting documentation were being lost, despite applying in time applicants were not being informed until August/September that additional information was required.
18. With concern, that some members of the SLC's board of directors were having to rely on the media to learn about the full extent of the problems they were facing.
19. That universities, who are already stretched for funding, should be commended for their efforts in minimising the impact on their students.
20. That the SLC should announce a date for the "restructuring" of senior management that it said it would undertake.
21. That on 22nd December 2009, two directors at the Student Loans Company rightly resigned after a highly critical report on the payment delays.

### Conference resolves

1. To lobby for effective student representation in SLC.
2. To work with FE & HE zone to reassess criteria for hardship funds with a focus on hitting social groups which are most likely to be affected
3. NUS should campaign to ensure full-time lone parent students can claim income support whilst they study if their youngest or only child is under the age of 16, and for the DWP to reverse its policy of restricting entitlement.
4. NUS should also campaign for full-time students who have suspended study due to illness to have access to ESA on the same basis as they were formerly able to claim incapacity benefit
5. There should be a clearer system on how international students get bank accounts and NUS should lobby banks nationally to do this.
6. Publish a briefing on 'non-academic debt'
7. Support CMs in developing policies demanding that universities systems in place for effective financial management, including that they inform people when payments are due and continue to remind them with prompt reminder letters
  - a. A range of communications available as debtors often don't open their mail.
  - b. Direct referrals to the advice centre/CAB or other support services
8. Work with FSA to ensure full roll out of the 'Money Doctors' project
9. Budget planning should be built into college and university life and debt advice available for all students in FE and HE.
10. That this puts many students in an incredibly stressful and vulnerable position.
11. To condemn the inefficiencies of the SLC and the SFE, which led to the subsequent delays.
12. To work with the SLC and SFE to undertake a review of their procedures in dealing with applications and subsequent enquiries.
13. To lobby the SLC and SFE to implement recommendations arising from this review.
14. To work with the same parties and develop a contingency plan should similar delays be faced in future.

## 610: Transport

### Conference believes

1. Transport can be a significant cost for students – transport costs can still be a financial strain for graduates entering full time, low paid work for the first time
2. There should be student concessions on all bus services, to ensure consistent discounts for all institutions – some of which are based on different discounts on different campuses.
3. Usage of the 16-25 railcard should not have any restrictions on peak services or on the purchase of annual or monthly overground or underground travel cards. These costs may have a particular impact on the increasing number of live at home students who may live a considerable distance from their institution
4. Where public transport is inadequate, universities must grant the best possible provision for students with a genuine need and should not mislead students about the provision.
5. Commuting students can be adversely affected by inadequate provision in the following ways: limited engagement with Union activities, restricted access to education and support services.
6. Transport is one of the biggest costs for FE students not living on campus
7. Transport for FE students in some Local Authorities is heavily subsidised
8. FE Students in rural areas pay more for often less satisfactory services
9. NUS should be encouraging students to use public transport rather than personal travel to lower their carbon footprint
10. School students receive heavily subsidised transport
11. The School leaving age will be increased in the near future
12. It is integral to a fulfilling academic experience that students are able to travel onto campus
13. That the current provision of travel discounts for students and young people are sporadic depending on location, and are often not comprehensive enough
14. Students need to travel during peak and off-peak hours

### Conference resolves

1. To create a briefing to assist and coordinate with unions lobbying for student discounts on travel in their local area
2. To lobby National Rail regarding restrictions on the 16-25 railcard
3. To work with National rail to better publicise the fact that the 16-25 railcard is also available to full time students over 26
4. For NUS to increase UUK's awareness of the issues commuting students face and the affect they have on the student experience.
5. To lobby for a national student concession on all public transport.
6. NUS Welfare Zone should lobby the government to further subsidise FE student transport
7. Subsidised transport should also be secured for students who are required to continue in education post 16
8. To work with the NUS FE Zone on the hidden course costs involved in a student lifestyle as part of the "Fix it, Back it" campaign
9. To lobby Transport for London regarding the restrictions on Oyster payments for users of the Student Oyster Card
10. NUS to lobby the government/National Rail/TFL to bring discounts available for young graduate Oyster users

(aged 20-25 years) in London in line with those provided for students via the student oyster card.

## 611: Students as Workers

### Conference believes:

1. Employers should pay all workers at least the living wage
2. Students should know they are protected in the workplace and who to go to if they are not being treated fairly
3. There should be an equal minimum wage for all ages – and CMs and universities should be leading by example
4. This year has seen record levels of youth unemployment, with thousands of graduates facing unprecedented competition for jobs.
5. Students are increasingly feeling compelled to undertake internships and other periods of unpaid work, in order to gain access into employment.
6. Unpaid internships leave graduates in further debt, unable to make repayments on their student loans, and faced with ever increasing interest payments.
7. Social inequalities are perpetuated through unpaid internships, with those who have access to alternative forms of income, able to afford to pursue these opportunities.
8. Paid internships or student placements can provide students with valuable experience and networks, without resulting in significant financial hardship.
9. The Government's recent report 'Unleashing Aspirations: The Final Report of the Panel on Fair Access to the Professions' stated; 'too often work experience schemes have inadequate or no remuneration and expenses. Schemes are concentrated in London where above average living costs often make access to internships for those from outside the capital financially impossible. Furthermore people from lower income backgrounds may face informational barriers, by which they are not able to call on as many contacts in professions to arrange internships as those from the professional/managerial class.'
10. That for most students, access to a career is a core aim of their studies.
11. That it is fundamental the NUS and the Education Sector as a whole are committed to widening participation and social mobility for those from lower income and low participation backgrounds.
12. That experience in professional environments is an important preparation for employment, and is highly desired by employers.
13. That it is unreasonable to expect adults to subsist below the National Minimum Wage.
14. That work should be paid.
15. That there exists a significant proportion of career paths where an extended period of more than three weeks of unpaid "work experience" or "internship" has become the norm as an access route.
16. That this has been demonstrated by a recent government report. [Milburn Report: "Unleashing Aspiration - the Final Report of the Panel on Fair Access to the Professions"]
17. That unpaid work is essentially inaccessible for those from lower income backgrounds.
18. That the "Arts Group" and "Internsaware" student-led groups have been lobbying for an end to the exploitation of unpaid interns, the former backed by the Aldwych Group.

19. That a large proportion of Interns activities constitute 'work' and often skilled labour.
20. That members of the NUS NEC attended the Parliamentary Interns Summit in October 2009, but that the NUS has failed to take any tangible action based on the exploitation of unpaid interns and work experience.
21. That the HMRC has failed to enforce National Minimum Wage legislation for a large proportion of employers currently breaking the law through the exploitation of unpaid interns.
22. That, further to this, the employment tribunal in Reading has recently ruled that unpaid internships are illegal.
23. That the proliferation of unpaid work in sectors including the Creative Industries and Government is directly linked to the skewed demographics of professionals and elected officials in these areas.
24. That a system based on more short work experience opportunities rather than long-term unpaid internships would enable a broader demographic and a larger number of people to participate.
25. That work experience and placement practice within FE & HE courses is highly varied in its quality, availability and supervision.
26. That students on work placements require just as much income (and probably more) to support themselves as whilst studying.

#### **Conference resolves:**

1. CMs and NUS to work with the TUC and TUs to promote TU membership and inform students of their rights.
2. NUS should produce guidelines for students on part-time work
3. To continue working on Citizen 16 to see an equal minimum wage for all ages.
4. To work with Interns Aware, Internocracy, and Interns Anonymous to highlight the challenges facing students and graduates on unpaid internships.
5. To lobby the Low Pay Commission to clamp down on employers who are breaking the law by not paying the national minimum wage where this is entitled.
6. To work with the TUC to highlight to students their rights at work, and their entitlement to pay, if a person is undertaking an internship for more than 3 months.
7. In partnership with the Chartered Institute of Personnel and Development (CIPD) lobby the CBI to implement the Interns Charter across all employers who recruit interns.
8. For NUS to lobby for a crackdown from the HMRC and other government agencies on unpaid "internships" and other instances of National Minimum Wage legislation being broken.
9. To work on the proposals for the development of a legal definition of an "internship" and how this may differ from existing work experience and volunteer legislation.
10. To adopt The Arts Group's stance that living wage should be awarded to Interns.
11. To work progressively for more and higher quality work experience and placement opportunities across FE & HE Courses that meet the terms of the Arts Group's recommendations.
12. To ask students' unions to campaign for a distinction between paid and unpaid internships in University careers' services.
13. To investigate the feasibility of total income (whether from loans, grants, bursaries or payment from employers) for students on placements during their courses to be at least equal to National Minimum Wage for the duration of hours they work

## **612: Student Parents**

#### **Conference believes:**

1. All universities and colleges should collect data on whether students have dependent children
2. All universities and colleges should have clear policies and procedures in place to support students who have children or become pregnant during their course.
3. Student parents should be able to access family friendly accommodation at their university or college if required
4. Students who need on campus childcare – for example international students or those with young children – have their studies threatened when these facilities are closed with little warning, and no impact assessment.
5. Some universities and colleges will not collect this data if they are not required to, but not knowing how many students with dependent children there are is a hindrance to them getting the right support.

#### **Conference resolves**

1. Continue to campaign, lobby and work across all zones to realise the recommendations made in Meet the Parents
2. To continue to release best practice briefings and advice for CMs on student parents
3. For NUS to work with partner organisations publish a briefing on developing policies to support pregnant students and students with new-born children
4. To continue work on the 'Save Our Nurseries' campaign
5. For NUS to lobby University registration services to record the number of Students who consider themselves to have caring responsibilities.
6. To continue lobbying for universities and colleges to be required to collect data on the number of student parents.
7. For NUS to support CMs in the development of strategies for engaging with and identifying the needs of students with caring responsibilities

## **613: Faith and Safety**

#### **Conference believes**

1. The every student should feel safe on campuses, able to study free from discrimination
2. NUS should fight Racism and Racism on our campuses
3. That every student has the right to express their faith and beliefs or values
4. The English Defence League (EDL) are a fascist group with links to the BNP and have targeted Students' Unions and Communities
5. A number of Students' Unions – including Leicester, Salford, Newcastle and Durham – have seen attempts to overturn the policy of "No platform for fascists". This would open the door for the BNP, EDL and others to participate in SU events, set up societies, hold meetings and organise openly on our campuses for the first time.
6. The election of two BNP MEP's to the European parliament presents the student movement with new challenges.
7. The appearance of Nick Griffin on Question Time has led to an increasing desire by some to debate the BNP on campus
8. The Anti Racist/ Anti Fascist co-convenors alongside the liberation campaigns, the Welfare zone and the

- Society & Citizenship zone have a shared responsibility to execute this work within NUS.
9. Where students unions, or student societies choose to invite the BNP onto campus, NUS has a duty to highlight our concern and opposition. However this should be done sensitively, recognising students' unions autonomy in these matters.
  10. We must be united if we are going to effectively defeat racism and fascism within our campuses and our communities
  11. NUS has received an increased number of queries from unions about speakers on campus. In addition there has been a rise in negative reporting of controversial speakers in the media.
  12. That freedom of expression and speech are basic human rights to be protected and are protected by law.
  13. That open debate is central to the culture of academic freedom, the development of students ideas and understanding and is protected by an act of parliament relating to freedom of speech and academic freedom on campus.
  14. Everyone agrees that there is no place for the fomenting of terrorism or violent extremism on campus.
  15. That student safety and welfare should be at the heart of institutional and students' unions policies and practices.
  16. That the freedom to express views can sometimes be tempered by the need to secure freedom from harm for students and communities.
  17. That where there is a potential for these rights to come into conflict in relation to hate speakers, that all parties should seek to collaborate to allow students responsible to reach sound, evidenced judgements about the organisation or person in question.
  18. That guidelines should be developed for unions to follow that help them reach judgements about controversial speakers on campus.
  19. We need to prevent against irresponsible judgements being made about speakers or groups that may be controversial- but not harmful.
  20. That if we don't develop guidelines, they will be developed for us- and we won't like the results.
  21. That students should always reserve the right to refuse to invite any speaker into students' union meetings, but "No Platform" is a very blunt tool for dealing with the complexities of "hate speech"
  22. In January 2008, both Hicham Yezza a member of staff at the University of Nottingham and Rizwaan Shabir a MA Politics student at Nottingham downloaded the Al-Qaeda training manual, which was and still is publicly available from the official website of the US Department of Justice. This was done for of Rizwaan's dissertation on Radical Islam.
  23. On May 14th 2008, this document was found on Hicham's computer and brought to attention of senior University management. They contacted police who showed up within a few hours. Both men were then arrested by police whilst on campus under the Terrorism Act 2000.
  24. Despite Nottingham University supervisors insisting the materials were directly relevant to his research, Rizwaan Shabir and Hicham Yezza were held for nearly a week under the Terrorism Act, accused of downloading the materials for illegal use.
  25. No attempt was made to ask Hicham Yezza about the document and he was immediately re-arrested for alleged irregularities with his immigration status and kept in custody.
  26. Universities should encourage debate on a range of topics including Radical Islam and not shut students out by putting pressure on academics and colleagues to become informers.
  27. The freedom of inquiry by students and faculty members, without fear of persecution or harassment, is essential to the mission of the academy.
  28. Demonising and stigmatising student communities are no way to defeat terror. Indiscriminate monitoring of groups on campus assumes collective guilt. It is better to have dialogue than distrust.
- Conference Resolves.**
1. To support an anti-fascist strategy that goes beyond elections to challenging the BNP on the streets and our campuses
  2. To support NUS principle of no platform
  3. Condemn attacks on students on campaigns and support students unions who are facing these issues on campus
  4. To continue to prioritise the Interfaith Project
  5. To continue to work with national student faith Originations
  6. Support students Unions in engaging Faith Students
  7. To add the EDL to the No Platform Policy
  8. To support Students' Unions to campaign and mobilise students against EDL Demonstrations
  9. To work with the International Students Campaign in supporting Students' Unions in engaging Faith Students.
  10. To provide resources which highlight why students unions should not provide a platform for the BNP, re-emphasising the continued threat posed by racist and fascist groups.
  11. To work with all anti-fascist organisations to expose the continuing threat posed by racist, homophobic, Islam phobic, anti-Semitic, disablist and sexist groups such as the BNP and EDL.
  12. To defend and extend No Platform within students unions, to educate student officers and councils on why NUS believes No Platform is still important, and to develop a strategy for working with those students unions who do not have No Platform policies where instances may arise.
  13. To provide a training event on how to effectively defeat the BNP. Highlighting to student officers, student societies and student media the legal parameters students unions need to be aware of.
  14. To explore, in partnership with other organisations, an educational program and speaker tour, educating students on the real threat posed by racist and fascist groups.
  15. To mandate the Anti-Racism and Anti-Fascism committee co-convenors to lead this work in consultation with the relevant Vice Presidents.
  16. To mandate the NEC to develop guidelines on hate speech involving relevant national faith groups, universities.
  17. To convene a national panel on hate speech that seeks to assist unions in making evidenced judgements about the issues at stake.
  18. To affirm NUS' stance in support of Academic Freedom.
  19. To hold a national campaign to affirm the necessity for Academic Freedom, this will include a week-long campaign that may consist of debates, talks and workshops.
  20. Produce a publication for Student Unions' on the importance of affirming academic freedom, and developing recommendations on how Academic Freedom can be achieved or maintained on campus.



21. Collaboration for resolves two and three should take place to make a collective impact with organisations that include the Network for Education and Academic Rights, the University and Colleges Union, Liberty, the Federation of Student Islamic Societies and Amnesty International.

the change for CR 3-5 would only come into affect if these are ratified.

## Annual General meeting

### Motion 701: Defend the Diversity of National Conference

#### Conference Believes

1. That all students are equal, regardless of:
  - Race;
  - Gender;
  - Sexual orientation;
  - Disability;
  - Ethnic origin;
  - Religion;
  - Age;
  - Nationality;
  - Caring responsibility status;
  - Gender identity; and
  - Creed.
2. This national union opposes all forms of discrimination, and actively fights for the rights of minorities.
3. Part time students are often from more disadvantaged backgrounds.
4. The current model for student finance has made full time study an unfeasible choice for too many students from every type of constituent member.
5. Students must have an equal voice regardless of what or how they choose to study.
6. 35.2 to this national union's articles of governance and 316 to the rules actively discriminate against part time students.
7. That this national union must finally recognise that each of its members are equal, and that each of its members must have equal voting rights and equal representation

#### Conference resolves

1. Delete 35.2 to the Articles and replace:

A number of representatives from each Constituent Member, as decided in line with the National Conference Rules. An entitlement to a number of delegates per "affiliated members" at the Constituent Member, where "affiliated members" means the total number of full-time and part-time students who are members of that Constituent Member will be proposed by the Democratic Procedures Committee and agreed by Conference in accordance with the National Conference Rules; save that in proposing the entitlement figure the DPC shall ensure that the total number of delegates entitled to attend National Conference is calculated to not fall below 1400.
2. Delete 316(a.) to the Rules
  - In 316(b.) to the Rules, replace "full time equivalent students." with "affiliated members."
  - In 1114 to the Rules, replace "full time equivalent student number" with "number of affiliated members"

**NB:** Conference resolves 1 and 2 is a change to the core constitution and will require a ratification of 2/3rds at the next National Conference. The DPC has resolved therefore that

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